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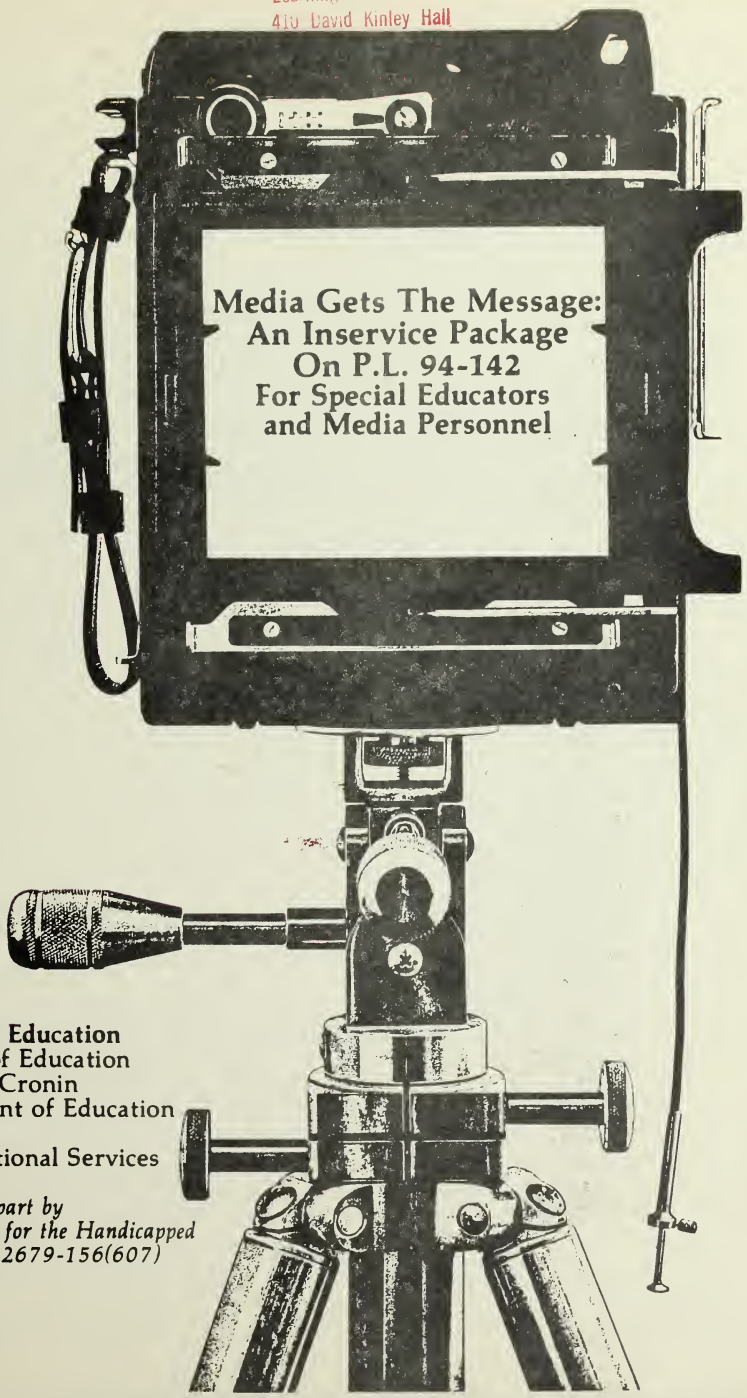

Media Gets The Message: An Inservice Package On P.L. 94-142 For Special Educators and Media Personnel

State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

Specialized Educational Services

Funded in part by
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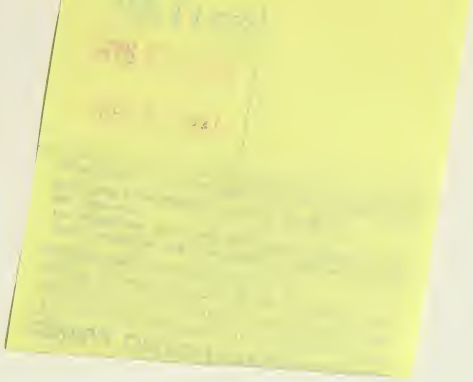

STATE BOARD OF EDUCATION

JOSEPH M. CRONIN
STATE SUPERINTENDENT OF EDUCATION
SPECIALIZED EDUCATIONAL SERVICES DEPARTMENT

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FOREWORD

The Illinois Office of Education has provided this package, Media Gets the Message: An Inservice Package on P.L. 94-142 for Special Educators and Media Personnel in response to a need expressed by educators throughout the state. Special educators and media personnel need training to implement the mandates of P.L. 94-142. In March, 1977, the Special Media and Materials Committee established guidelines that were incorporated in the Illinois Interim Resource Manual for Preparing Individualized Education Programs and initiated the development of this inservice model.

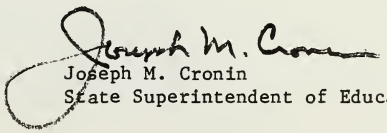
The intent was to assemble a versatile package of resources for school districts that could be used as the basis for a college course or provide content for shorter training sessions. The materials are appropriate for training school administrators, teachers, other professionals and parent groups that serve handicapped children.

The materials address the following areas:

Session 1 - Overview of P.L. 94-142, multidisciplinary staff conferences
Session 2 - Handicapping conditions
Session 3 - Special education terminology, federal, state, regional and local structures for delivery of services
Session 4 - Media services, national, state, and local structures for the delivery of services, specialized production equipment, kinds of services available, and on line computer searches
Session 5 - Individualized Education Programs
Session 6 - Role of media specialist in serving handicapped children, use of standard criteria for the selection and evaluation of instructional materials

The media and instructional methods for presenting the information in this package are varied. Helpful suggestions for using simulation exercises, slide programs, transparencies, film strips, surveys, and many other ideas are recorded on tapes in the package.

The Illinois Office of Education appreciates the professional leadership and commitment of Dawn Heller, Media Services Coordinator, Riverside-Brookfield High School, and Sara McCracken, Director of the LaGrange Area Department of Special Education, for the development and field testing of this package. Appreciation is also given to Joan Carson and Shirley Harris, Educational Consultants, Department of Specialized Educational Services, Illinois Office of Education for their efforts in coordinating this project. Additional information may be obtained by contacting the Illinois Office of Education, Department of Specialized Educational Services, 100 North First Street, Springfield, Illinois 62777.



Joseph M. Cronin
State Superintendent of Education

SESSION TOPICS

Session One

- Overview of the Inservice Program
- Introduction to P.L. 94-142
- Interpretation of P.L. 94-142
  - Issues and Answers

Session Two

- "Mini-Course" in Special Education and Types of Learning Disabilities
- Implications for Media Specialists
- Terminology of Special Education

Session Three

- Special Education Services at Local Level
- National, State, and Regional Organization of Special Education Services
- Rules and Regulations for Special Education Services in Illinois
- Administration and Funding of P.L. 94-142

Session Four

- "Mini-Course" in Media Services and Media Services Terminology
- Media Services at the Local Level
- National, State, and Regional Media Services and Networking
- Computer-Searching Media/Materials

Session Five

- Development of Individualized Education Programs (IEP)

Session Six

- Media/Materials Components of IEP's
- Selection Criteria for Media/Materials
- Media Services for the Special Child
- Career Education and the Special Child
- Cooperation in the Local Joint Agreement

COURSE OBJECTIVES

Present P.L. 94-142

Demonstrate the special needs of handicapped children and the resultant implications for providing media services to these children

Present a basic vocabulary of special education and media services terminology

Illustrate the administrative structure of special education services and media services at the national, state, regional, and local levels

Illustrate some techniques and models for preparing Individualized Education Programs and for selecting appropriate media/materials

State the need for an ongoing partnership in the local district between special educators and media specialists in the selection, adoption and utilization of media/materials for children with special needs

SESSION ONE: TIMETABLE

1.	Registration Introductions Distribution of materials	15 minutes
2.	Dialogue by presenters Question and answer session	30 minutes
3.	Presentation of filmstrip-cassette on P.L. 94-142	15 minutes
4.	Introduction to case study activities	30 minutes
5.	Work session on case study activities	90 minutes
6.	Presentations of case study activities Critiques of presentations	90 minutes
7.	Distribution of background reading materials	5 minutes
8.	Evaluation of session	10 minutes
		4 hours, 45 minutes

SESSION ONE

TOPICS AND OBJECTIVES:

1. Introductions

2. Dialogue by Presenters

   - Introduce the leaders of the inservice training program.

   - Review the respective professional background of each leader.

   - Provide reasons for a special educator-media specialist partnership.

   - Present the inservice program objectives and content as well as methods and materials to be employed and evaluation procedures to be followed.

3. Filmstrip-cassette on P.L. 94-142

   - Provide information

4. Case Study Simulation Activity

   - Identify the issues involved in the case studies and clarify how P.L. 94-142 addresses these issues.

   - Experience a multidisciplinary staff conference through role playing using simulated case studies.

5. Evaluation of Session

1. Introductions

2. Dialogue by Presenters

This is a sample of the kind of dialogue recommended for Session One. It is important to set an atmosphere that is open, warm, and informal since this is an inservice program designed to create a working partnership between special educators and media specialists. Other presenters of this inservice training program will need to alter the dialogue to fit their own professional backgrounds and teaching styles.

Sarah: Hello! I'm Sarah.

Dawn: And I'm Dawn.

Sarah: We're here to begin what we hope will be an exciting, interesting --

Dawn: stimulating, rewarding

Sarah: challenging and fulfilling inservice program.

Dawn: Sarah, that assumes, of course, that these beautiful people in front of us are exciting, interesting

Sarah: stimulating, rewarding

Dawn: challenging and fulfilling-type people, doesn't it?

Sarah: Dawn, I think that it really means that we have to be all of those things -- and that the materials we share, the activities we plan, and the ideas we suggest will make the sessions we spend together well worth the time and effort of our participants.

Dawn: Since we want to operate in an informal atmosphere, perhaps we could begin by telling a little about ourselves. Your turn first!

(Presenters may give a brief resume of their professional service if they wish.)

Sarah: I don't think it's unusual for teachers or media specialists not to know about special education. There's an historical reason why this has happened. As special education developed, it was to provide special services, usually separate services, to children with special needs. Those of us in special education were usually in self-contained classrooms. We often took a very protective role with the children. We talked to other special educators about our problems concerning our kids, but perhaps we took the attitude that we knew best. Budgeting procedures often enforced that separation. We got special monies, bought special materials, and kept them in our own special rooms.

Dawn: Most media specialists have been involved with trying to provide materials for regular classroom teachers and assumed that they didn't have to provide additional materials and services for special educators.

Probably, many media specialists feel the way I do. I know there's a lot I don't know about special education.

Sarah: And there's a lot I, as a special educator, don't know about media, but I'll teach you some basic fundamentals and if you'll do the same for me, we'll have a real partnership.

Dawn: That's what this inservice training program is all about. It is a partnership between special education and media services. We'll pool our knowledge and share our expertise.

Sarah: We each have a set of specialized skills, based on advanced, specialized training. We'll learn enough about each other's field, and hopefully we will then serve handicapped children more effectively.

Dawn: You mean, I'll learn to talk "special ed."

Sarah: And I'll learn to talk "media."

Dawn: You and I realize, Sarah, that we are not going to make instant experts of each other, or the participants in this program.

Sarah: But we will be able to work together to provide appropriate media services for the children with special needs, whether those kids are in special self-contained classrooms, or are "mainstreamed" in regular programs, but still have special requirements that must be met.

Dawn: Let's give the participants some idea of the content of this inservice training program.

Sarah: We'll start with an overview of the new federal law regarding special education, P.L. 94-142, its requirements and implications.

Dawn: That sounds like a logical place to begin.

Sarah: We'll provide an overview of special education, characteristics of students, as well as special education terminology.

Dawn: Then we'll provide an overview of media services.

Sarah: We'll discuss the organization of special education at the local, state and national levels.

Dawn: And the organization of library/media services at those same three levels.

Sarah: A major focus will be the development of the Individualized Education Program (IEP) that is required by the new federal law for every child who receives special education services.

Dawn: And particularly the learner objectives component of the IEP and the media/materials that must be specified to implement the IEP.

Sarah: That's where I'll need your help, Dawn. Once the learner objectives are delineated, we need to work together to locate just the right media/materials for that child.

Dawn: That's why we'll spend some time on delivery systems for access and retrieval of media/materials for the special child.

Sarah: Hold it! I think you're talking "media" again. Please translate.

Dawn: Sorry, Sarah, I'll try again. That's why we'll spend some time helping participants learn how to find out what kinds of media/materials exist and how to get them when they need them.

Sarah: We'll work together on selecting and evaluating media/materials and equipment.

Dawn: Finally, we'll work together on identifying other kinds of media services needed for the special child in the media center, such as career education.

Sarah: Some of this may be "old-hat" to a few of you, but we hope we can provide new insights. We also hope that the cooperation and the partnership will develop in your own school, in your own district, and between the special educators and media personnel.

Dawn: One thing I'm concerned about is that the methods we use in presenting this inservice program are varied. As a media specialist, I'm convinced that we need to use media/materials in conducting this training. We surely don't want to rely on the lecture "talking-head" technique. So we'll use simulation exercises, slides, transparencies, participatory activities, filmstrips, surveys, and a whole range of methods that match the message we're trying to communicate.

Sarah: Because we are operating in a workshop setting, most of the activities will be completed during the six sessions.

Dawn: We will ask participants to complete surveys of the media and special education programs operating in their own districts which will require a bit of outside time.

Sarah: One final word about evaluation. You will have the opportunity as well as the responsibility to evaluate your own performance. You will have the course objectives with which you can measure your achievement.

Dawn: You will also have the opportunity to evaluate our efforts. At the end of each session, you will be asked to complete a session evaluation form. At the end of the inservice training, you will be asked to evaluate the entire program.

Sarah: Your evaluations will be very important to us since we will use them to improve this program before we present it again.

Dawn: I think we've been "talking-heads" long enough. It's time to let the participants participate.

Sarah: Right! Are there any questions about what we've said or what we haven't said?

3. Filmstrip-Cassette on P.L. 94-142

Producer: Council for Exceptional Children, 1976

Series Title: A Free Appropriate Public Education for All Handicapped Children

Program Title: Filmstrip 3
"P.L. 94-142 Works for Children"

Time: 14 minutes (manual advance only)

From the Program Guide:

"This presentation shows how P.L. 94-142 makes the difference in the lives of handicapped children and their families. It provides information to parents and advocates about the educational services and safeguards guaranteed by the Act.

Photographs depict the effects of the law on the education of three children with different handicapping conditions. The printed script includes portions of the regulations on confidentiality and suggests specific resources for further information on due process and the role of the parent surrogate."

Rationale for Program Choice:

We have selected this particular filmstrip because it focuses on the children affected by the law as well as citing major features of the bill. It is an appropriate presentation to accompany the Case Study Simulation activity.

Alternative Activity:

Because these filmstrip-cassettes from the Council for Exceptional Children have had wide distribution, it is possible that some participants will have already seen this particular program. If

this is the case, we recommend that presenters provide a preview of the Case Study Simulation activity so that viewers may look at the filmstrip for a second time with that specific activity in mind. A variety of magazine articles on P.L. 94-142 or copies of the printed filmstrip scripts may also be provided while the rest of the group sees the filmstrip.

4. Case Study Simulations

Distribute materials and give instructions.

1. Read through the information and the roles given on the case.

2. Discuss together the various issues involved. Try to consider all ramifications.

3. Review P.L. 94-142 and determine how the law deals with these issues.

4. Verify your interpretations by consulting source materials
   - CEC filmstrip, printed scripts, other resources

5. Draft a script for a brief dramatization of the case study. Include presentation of the facts in the case study, and presentation of the group recommendations, in dramatic form. You may add other characters to your scenario as long as you do not change the essential facts in the case.

   You may wish to add a narrator/discussion leader to set the scenes and to facilitate the presentation to the rest of the class. Total time for presentation to class = 15 minutes. This includes a pause after Part One to allow the class to fill in the response form before you present Part Two. During dramatizations, each class member will complete a response sheet for each case study.

   We will be available for consultation throughout the work session.

The Case of Edward Schmidt

Mrs. Schmidt - Edward's Mother

Edward, age 14, has muscular dystrophy and is confined to a wheelchair. He has been in a special class for the orthopedically impaired since he has been in first grade. He is now entering high school and Edward's father and I are very anxious to have Edward enter his neighborhood home school high school and be with normal students and not have to be bused an hour each day to a school ten miles away. Edward is very bright and should have the opportunity to compete for the honor roll.

Mrs. Robinson - High School Principal

We would not be able to provide the daily physical therapy that Edward needs. Also, we are located in a two story building. We do have one service elevator, but it doesn't work very well. The button is difficult to press and it is at a high level next to the door. Our students are accustomed to using the stairs. I really think Edward would be better off where he can have individualized help and the customized equipment and services to meet his needs.

Mr. Lampert - Edward's Teacher in a self-contained, orthopedically impaired program.

Edward needs daily physical and occupational therapy which he is receiving in our program. I think he should stay in our program so that he can continue to receive these services.

Mrs. Miller - Media Specialist

The media center is located on the second floor. In the high school setting so much of the classroom assignments are dependent upon the use of the library and media center. He would have to get himself to the center and we have turnstyles to enter the library. I am not sure that his wheelchair would fit through those turnstyles. Also, I don't know how he could ever handle the card catalogue drawers or manage to get books off the upper shelves. I certainly don't have any extra staff who could help him. There are about one hundred and fifty students in and out of the library every hour requesting help. I agree. Edward would be better off where he is.

Note: Other personnel roles may be added by group members if needed for dramatization or resolution of the case.

The Case of Patty Smith

Mrs. Smith, Patty's Mother

Patty has been in a self-contained classroom since kindergarten. We accepted this placement at that time because we felt it would be best for her because she would get individualized help, but now we feel that she needs something else that she isn't getting. We think Patty is very bright and we feel she is being held back socially by not being with more normal students. Patty has asked us several times "Why do I have to ride a bus every day to go to school when the other children walk down the street to Longfellow School? Why can't I go to Longfellow School like everyone else?" It isn't that Patty doesn't like the children in her class, but she can't play with them after school because they live so far away. The children in the neighborhood don't play with her because they don't know her from school. Also, she gets home so late on the bus there is little time for play. The other children are already involved with each other or their families are preparing for the dinner hour.

Mr. Ford - Principal of the Home School District

As you know our district has no funds available at this time. We've had to cut the budget and we've tried for two years to get a referendum passed without success. It appears that Patty would need extra assistance that we cannot afford. We do have a resource teacher for LD, but she is only trained in LD and has a full caseload of twenty students.

Mrs. Green - Regular Class Teacher in Patty's Home School

I have had no experience working with this type of student. I am not trained in special education. It would seem that she would be better taught where she is at the present time. The best I could offer her would be front row seating.

Note: Other personnel roles may be added by group members if needed for dramatization or resolution of the case.

Miss Adams - Patty's Special Class Teacher

Patty functions at the second grade level in all areas. She scores at 2.5 grade equivalent in reading recognition and 2.8 grade equivalent in reading comprehension and at the 3.0 grade level in math concepts and computation. The normative tests were given in large print letters and numbers. Patty does function well above the rest of my class for the visually impaired. Her verbal skills and ability to discuss issues in class are above the other students in the class.

Mrs. Miller - Media Specialist in Patty's Home District School

I have no materials for children like Patty. My budget was cut last year and I have no reserve funds for buying any large print materials. I think Patty would be better off where she is right now because she has access to large print materials and media that we don't have.

The Case of Debbie Grant

Mrs. Lake - Debbie's Self-Contained LD Classroom Teacher

Debbie's mother has requested that Debbie, age 8, be taken out of a self-contained class and put into the regular third grade class. She wants to know why Debbie has been in my class for more than two years. She says she thought that it would only be a temporary placement. Debbie is performing the best in my class, but I don't know how she would do in a regular class with so many students. I am not sure she could handle the situation.

Mrs. Larson - School Principal

Mrs. Lake, will you take charge of discussing the present class load situation with Debbie's mother and help her to understand that because of numbers it would be impossible to change Debbie's placement. Let me know what her reaction is.

Mrs. Witt - Regular Third Grade Teacher

I have thirty students in my classroom now. Mrs. Lake, you only have ten students in your class. It would certainly seem to me that Debbie would be much better off placed in a smaller class situation.

Mrs. Hansen - Media Specialist

Are there any special materials that I might be able to provide that could be used in the regular class for Debbie? Also, could she make use of the learning center for extra services?

Note: Other personnel roles may be added by group members if needed for dramatization or resolution of the case.

The Case of Tommy King

Dr. Jackson - A black lawyer who has just returned from Africa

Four years ago, when Tommy was eight years old both his parents were killed in a civil rights march in Mississippi. Both of Tommy's parents were college graduates and his father was a college professor. After they were killed, I took Tommy into my home. I was unable to locate any relatives. Tommy did attend a segregated school in Mississippi and he was at the top of the class and considered very bright. When Tommy was nine and one-half, I was given an assignment in Nigeria for two to three years. While I was away I placed Tommy with Mr. and Mrs. Johnson, a black couple living in a suburb of Chicago. I was very surprised, upon my return, to find Tommy placed in a class for the mentally retarded. I do not believe that he is mentally retarded. I would like to see the testing and the information that was used to place him in this class. If those tests indicate that he is mentally retarded, I will have him tested by a psychologist outside the school system.

(simulate further discussion at this point)

Mr. Phillips - School Administrator

I have asked Mrs. Warner, the school psychologist, to meet with you and go over the test results with you.

(Simulate further discussion at this point.)

Note: Other personnel roles may be added by the group members if needed for dramatization or resolution of the case.

The Case of Kevin Jones

Mr. Jones - Kevin's father

Kevin, age 11, has been at Hillcrest School in New York for two years and he has made tremendous progress. We feel that he feels better about himself and has grown a great deal. We do not want to see this progress interrupted by a change at this time. We are here requesting that the district continue to reimburse us for the cost of continuing private placement.

(Please elaborate on this as you discuss with Mr. Dobbs, the request for reimbursement, giving your justifications and arguments.)

Mr. Dobbs - Principal at Kevin's Home School District

Mr. Jones, I am afraid that we will have to turn down your request for private placement this year. The reasons for turning down your request are that we feel that we have a program in special education right here at Oak School that can meet Kevin's needs. At the time that Kevin was placed we were unable to meet his needs, but since that time I feel we are better equipped to do so. Also, any placement outside of our school that is made for therapeutic reasons is done on a short term basis with the ultimate goal being to return the child to his home school after remediation. We feel that if remediation or sufficient change has not occurred in a two year program that the ultimate goal has not been met.

(Continue to elaborate on this theme as you discuss Kevin's placement with Mr. Jones.)

Note: Other personnel roles may be added by the group members if needed for dramatization or resolution of the case.

Session One: Evaluation

1. ACTIVITY

Opening dialogue

OBJECTIVE

Introduce the two leaders of the program

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Review the professional background of each leader

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Provide reasons for special educator-media specialist partnership

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Provide an overview of course content, objectives, methods, materials and evaluation procedures that would be followed

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

WAS THE PURPOSE OF THE DIALOGUE CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE DIALOGUE RELEVANT TOWARD ATTAINING THE FOUR OBJECTIVES?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

2. PRESENTATION

Filmstrip-cassette program

OBJECTIVE

Present basic mandates of P.L. 94-142

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

WAS THE PURPOSE OF THE PRESENTATION CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE PRESENTATION RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

3. ACTIVITY

Small group discussion and work session to prepare case study simulation

OBJECTIVE

Present case study and identify how P.L. 94-142 addresses these issues

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

4. ACTIVITY

Presentation and analysis of case study simulations

OBJECTIVE

Experience differing viewpoints in determining the appropriate educational services for a handicapped child

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVES?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

SESSION TWO: TIMETABLE

1.	Learning activity stations	60 - 90 minutes
2.	Media presentation and discussion	45 minutes
3.	Reading lesson and discussion	30 minutes
4.	Discussion of response sheets	30 minutes
5.	Overview of issues in special education	45 - 75 minutes
6.	Assignment and explanation of special education questionnaire	5 minutes
7.	Evaluation of session	10 minutes
		3 hours, 45 minutes
		4 hours, 15 minutes

SESSION TWO

TOPICS AND OBJECTIVES:

1. Learning Activity Stations with Simulated Activities and Experiences That Cause Frustration to Mildly Handicapped Students in the Regular Classroom.

   - Provide experience of a mildly handicapping condition in a regular classroom setting.

2. Filmstrip and Cassette Presentation "A Walk in Another Pair of Shoes."

   - Dramatize problems encountered by neurologically handicapped children.

   - Illustrate how a normal child can be of assistance to a handicapped friend.

3. Reading Lesson

   - Dramatize experience of being a non-reader in a reading group.

   - Analyze the complicated process involved in learning to read.

   - Analyze teacher behavior in the reading class situation.

4. Overview of Special Education

   - Relate the previous activities to the regular class and the implications for the media specialist and media center.

   - Explain the present classification system and how it relates to the child count and P.L. 94-142 funding.

   - Define some of the special education terminology.

   - Compare learning theory models used in special education.

5. Response Sheets and Subsequent Discussion

   - Analyze experience and record feelings.

   - Experience empathic feelings towards mildly handicapped students.

   - Evaluate the effectiveness of the activities.

6. Evaluation of Session Two

- Evaluate objectives for each topic.
- Evaluate relevancy of the activities.
- Evaluate effectiveness of the activities.
- Provide opportunity for revisions and/or additions for session two.

7. Assignment of Questionnaire Activity

- Acquaint students with special education services offered at the local level and services offered to local handicapped students at schools outside the district.

8. Evaluation of Session

1. Learning Activity Stations

Description of activity center: The room should be set up to accommodate six separate learning stations similar to what you might find in a media center. The stations would be labelled as follows:

- Gross-motor station.
- Visual-perceptual-motor station.
- Visual-memory station.
- Auditory acuity and auditory perception station.
- Auditory memory station.
- Diagnostic station.

Gross-Motor Station

Objective: Experience frustration that results from poor gross motor skills.

Description of set-up: Have a person in charge of instruction at this center. Instruct student to do ten cycles of jumping rope and ten cycles of skipping rope. Then have student keep hula hoop going for five revoluations.

Materials Needed: jump rope, hula hoop

Alternate Suggestions: juggling tasks, balance beam walking, Simon Says with complicated motor tasks.

Visual - Perceptual Motor Station

Objective: Experience visual-perceptual-motor problems.

Description of set-up:

- mirror box with dot-to-dot sheets and a pencil. Instruct student to do the dot-to-dot while viewing through the mirror, not directly at the sheet.

- Using a piece of masking tape and magic marker, instruct student to put masking tape on forehead and then write name across the tape so that we can read the name.

- Have student view figure-ground picture and then turn it over. Turn it back again and see if he can then determine the figure from ground.

Materials needed: mirror box, dot-to-dot sheets, masking tape, magic marker, figure-ground picture

Alternate Suggestions:

- set up a standing mirror on a table if you do not have a mirror box.

- Have student hold a paper with his name on it up against a window and have him trace it (in cursive).

- There are other figure-ground pictures that could be used, i.e., Janet Lerner's text.

Visual - Memory Station

Objective: Experience a visual memory problem.

Description of set-up: There will be a picture of a telephone dial that does not have the numbers or letters filled in. The student will be required to fill in the numbers and letters on the dial.

Materials needed: Sheets with blank telephone dial on them, pencil

Alternate Suggestions: Any familiar object or sign that can be reproduced simply by filling in the missing parts.

Auditory - Acuity and Perception Station

Objective: Experience an auditory acuity and/or perception problem.

Description of set-up: This activity will require a record player and head sets, enough to accommodate the number of students using this activity at one time.

Materials needed: Record - Getting Through, Zenith Corporation, record player, head sets

Alternate suggestions: You could make your own tapes by recording muffled speech with interferring noises and the loss of necessary speech content.

Auditory - Memory Station

Objective: Experience an auditory memory problem.

Description of set-up: In this activity you will set up as many headsets as needed. The DLM Auditory Memory Kit includes the tapes and worksheets. Each student will have a headset and a worksheet that corresponds with the tape being used, and a box of crayons. We would recommend the most difficult tape in order to make it as frustrating as possible for the student.

Materials needed: Developmental Learning Materials Auditory-Memory Program, crayons, tape player, headsets or listening station.

Alternate suggestions: You could record a series of instructions, or give them verbally, requiring the student to perform the tasks in a specified order from memory.

Diagnostic Game - Learning Activity Station

Objective: Analyze a description of a learner's behavior and then classify the behavior according to a particular term that describes the problem.

Materials needed:

- Teacher's Lounge (a diagnostic game for teachers) Educational Design Associates, P.O. Box 915, East Lansing, Michigan 48823, Catalogue #141.

- A table on which to set up the game for three or four players at a sitting.

Alternate suggestions: An alternate game could be used by using another format utilizing student characteristics as a basis for the game plan.

RESPONSE FORM

1. Learning Activity Station Number One.....

   a. Were you able to successfully complete the task?
      Yes _____ No _____

   b. If so, did you feel
      proud _____ indifferent _____
      unchallenged _____

   c. If not, did you feel
      frustrated _____ discouraged _____
      indifferent _____ bored _____
      other _____

2. Learning Activity Station Number Two.....

   a. Were you able to complete all the tasks successfully?
      Yes _____ No _____

   b. Were you able to complete only part of the tasks?
      Yes _____ No _____

   c. If you were successful, did you feel
      superior to others _____
      indifferent _____
      underchallenged _____
      other _____

   d. If you were not successful, did you feel
      frustrated _____
      hostile towards instructor _____
      indifferent _____
      bored _____
      other _____

3. Learning Station Activity Number Three

   a. Did you have trouble with this activity?
      Yes _____ No _____

   b. If so, did you feel
      "It was a dumb task?" _____
      "I should know this?" _____
      "Do other people know this and I don't?"
      _____
      "I don't want to be the only one in class
      who doesn't know this." _____
      Other _____

4. Learning Station Activity Number Four

If you had these problems in real life, how would you feel?
Frustrated _____
I'd manage to compensate _____
Want to close out as much as possible _____
Want to turn up my hearing aid _____
Other _____

5. Learning Activity Station Number Five

a. Were you able to complete all of the tasks successfully?
Yes _____ No _____

b. Were you able to complete only part of the tasks?
Yes _____ No _____

c. If you were successful, did you feel
Superior to others _____
Indifferent _____
Underchallenged _____
Other _____

d. If you were not successful, did you feel
Frustrated _____
Hostile towards instructor _____
Indifferent _____
Bored _____
Other _____

6. Learning Station Activity Number Six

Did you find this was a worthwhile learning experience?
Yes _____ No _____

2. Filmstrip Presentation - A Walk in Another Pair of Shoes

Objectives: - Explain some of the problems encountered by neurologically handicapped children.

- Illustrate how a normal child can be of assistance to a handicapped friend.

Description of set-up: This will be set up and viewed during the break period and run more than once so that everyone may view it at separate times.

Materials needed: filmstrip A Walk in Another Pair of Shoes (see Appendix C), filmstrip projector and extension cord, tape player, proper table for size of projector, chairs arranged for proper viewing.

Alternate suggestions: Approaches to Mainstreaming, a slide-kit published by Teaching Resources, 100 Boylston Street, Boston, Mass., 02116

Kit contains four modules: individual differences, characteristics of children with special needs, organization of your classroom, and handling behavior problems.

3. Reading Lesson

Objectives: - Experience the feelings of being a non-reader in a reading group.

- Analyze the complicated process involved in learning to read.

- Analyze teacher behavior in the reading class situation.

Description of set-up: Each student will be given a copy of Primer for Parents by Paul McKee (see Appendix A). As students are evaluated they will be separated into three separate reading groups: the high (Bluebirds), the medium (Robins) and the low (Dingbats). Have chairs arranged to accommodate three reading groups. As they are separated out give them the cut-out name tags for their names. They may be plain white cards with bird stickers or birds cut out of construction paper (see Appendix A).

Materials needed: Primer for Parents by Paul McKee (see Appendix A), sample script (see Appendix A) or your own Reading Lesson Script, name tags for reading group assignments (see Appendix A), straight pins or masking tape for name tags.

Sample Reading Lesson Script (Insert the names of real class members where appropriate.)

Teacher: All right, boys and girls, we are ready to begin our reading lesson for today. Dawn, I want you to hand out the readers. (There will be a pause while the readers are distributed.)

Teacher: Now I want everyone's attention as I explain what we are going to do. First of all we have already been introduced to all of the words in this story. I want to see how well you remember all the words. For each page of the story we will review the words and repeat them again. We will go through the story and I will call on each of you to read a sentence. I want everyone to keep place in the book. I don't want to see anyone turning back to another page or ahead to the next page. All right, ready, let's begin!

Teacher: Dawn, you read the first sentence.

Dawn: "Are you sick?"

Teacher: Very good, you may sit in that circle of chairs and put your name on this bluebird name tag.

Teacher: Now, Billy, you read the next sentence.

Billy: "Are you waiting for the doctor?"

Teacher: Very good, Billy, you may join Dawn with the bluebirds. Now everyone, turn the page.

Teacher: Mary, you read the next sentence.

Mary: "We are not sick."

(Continue in this way until a person misses one word. If anyone misses only one word use the following script.)

Teacher: Peter, that was pretty good, but you will have to work with the word doctor so you take a robin name tag and put your name on it and sit in that circle of chairs (indicating a new group has begun). The words become increasingly more difficult. As a student misses more than one word use the following script.

Teacher: I am very disappointed in you, Johnny. We have learned all these words before. In fact, they were in this story. Haven't you been paying attention? I am afraid you'll have to be in the Dingbat group until you learn these words. Here's your name tag (etc.).

RESPONSE FORM TO READING LESSON

1. How did you feel about being put in a group like this?

   Apprehensive _____
   Resentful _____
   Hostile to the instructor _____
   Indifferent _____
   Challenged _____

2. How did you feel waiting to be called upon?

   Apprehensive _____
   Frightened _____
   Tense _____
   I wanted to leave _____
   Able to concentrate _____
   Confident _____
   Indifferent _____

3. Do you feel any differently about the learning to read process?

   Yes _____ No _____
   Explain _____

4. Do you feel any differently about children with reading problems?

   Yes _____ No _____
   Explain _____

4. Discussion of Response Sheets

Objectives:
- Relate the previous activities to the regular class and their implications for the media specialist and media center.
- Explain the present classification system and how it relates to the child count and P.L. 94-142 funding.
- Clarify some of the special education terminology used. Present different learning theory models used in special education.

5. Overview of Special Education

- Relate the previous activities to the regular education class and suggest implications for the media specialist and media center.

Description of activity: A discussion with question and answer format involving the class in recognition of the implications for media/materials specialists and the media center in terms of the learning activity stations.

Suggestions:

1. Gross motor station
   - Mobility in the media center
   - Possible problems with carrying books, dropping books, running into tables, maneuvering self within bookshelf areas.

2. Visual-perceptual motor station
   - Use of library card - ability to sign card.
   - Possible relationship of reading skill and size or color of print
   - Use of card catalogue.

3. Visual-memory station
   - Difficulty with visual sequencing involving card catalogue, alphabetizing.
   - Reading skills
   - Memory cues

4. Auditory-acuity and perception station
   - Attention skills
   - Auditory figure-ground problems
   - Re-auditorization - i.e., reading out loud in order to understand reading.

5. Auditory-memory station
   - Understanding and recalling oral directions
   - Sequencing of directions
   - Alphabetizing as an auditory-memory skill.

6. Learning Activity Station
   - Familiarizing teacher with special education terms for characteristics.
   - Labeling behavior.

Objective: Define mainstreaming

Use transparency titled 'Mainstreaming Defined

Description of Activity: Cover the definitions as you define each term. Move cover down as you define each term, e.g., Mainstream, Least Restrictive Alternative, Normalization, and Integration. Discuss the fact that as the pendulum swings, as is true of so many trends in education, we end up right back where we began.

- Discuss least restrictive alternative as found in P.L. 94-142.

- Discuss continuum of services model and illustrate least restrictive alternative; use transparency "Continuum of Services."

- Discuss efficiency studies with regard to self-contained classes.
  Reference: Dunn, Lloyd M.
  Exceptional Children, September 1968.

- Explain child count procedure. Include funding formula, October 1st and February 1st child count dates, categories served.

- Learning theories in special education
  Process and product controversy.
  Accountability

- Terminology: A suggested hand-out is Learner, Janet W., Children With Learning Disabilities, Appendix E Glossary, Houghton Mifflin, Boston, 1971, page 296.

SPECIAL EDUCATION QUESTIONNAIRE

District Number: _____
District Name: _____
Number of students served in
Special Education Programs: _____
(include services of speech therapist)
What categories of students are being served: Numbers
Deaf/hard of hearing _____
Blind/visually impaired _____
Orthopedically impaired _____
Mentally retarded _____
Learning disabled _____
Behavior disordered _____
Early childhood (non-categorical) _____
Speech/Language _____
At what levels are students receiving service: Numbers served.
Local level in resource programs _____
Local level in self-contained program _____
In a low-incidence program _____
In a day-care program _____
In residential placement _____
On homebound tutoring _____
In a hospital _____

Does your district have a student support team?
Yes _____ No _____

Who are the members of that team:

Position Name

What is the process through which students access special education services in your district? Describe or diagram with a flow-chart.

How is special education funded in your district?

How do special education teachers in your district obtain Media/Materials?

Do special education teachers know about the Materials Center?
Yes _____ No _____

Do they use it?
Yes _____ No _____

For what type of materials? _____

How frequently? _____

Session Two: Evaluation

OBJECTIVE

Provide experience of a mildly handicapping condition

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

ACTIVITY

Learning activity stations

WAS THE PURPOSE OF THE ACTIVITY CLEAR? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINING THE ABOVE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Dramatize problems encountered by neurologically handicapped children

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Illustrate how a normal child can be of assistance to a handicapped friend.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

PRESENTATION

Filmstrip

WAS THE PURPOSE OF THE PRESENTATION CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE PRESENTATION RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Dramatize experience of being a non-reader in a reading group.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Analyze the complicated process involved in learning to read.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Analyze teacher behavior in the reading class situation.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

ACTIVITY

Reading lesson

WAS THE PURPOSE OF THE READING LESSON CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT			NOT RELEVANT	
5	4	3	2	1

OBJECTIVE

Relate the previous activities to the regular class and the implications for the media specialist and media centers.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Explain the present classification system and how it relates to the child count and P.L. 94-142 funding

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Define some of the special education terminology

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

Compare learning theory models used in special education.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

PRESENTATION

Overview of special education lecture

WAS THE PURPOSE OF THE PRESENTATION CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE PRESENTATION RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT			NOT RELEVANT	
5	4	3	2	1

WELL, HOW DO YOU FEEL ABOUT SESSION TWO?

SESSION THREE: TIMETABLE

1.	Overview of session	10 minutes
2.	Presentation of BEH-CEC filmstrip-tape	20 minutes
3.	Discussion and question and answers on P.L. 94-142	20 minutes
4.	Study the Federal Register citing sections corresponding to filmstrip-tape.	30 minutes
5.	Elaboration of the federal role and special education	15 minutes
6.	Presentation of transparencies pertaining to state level organization	15 minutes
7.	Citation of sections of the Rules and Regulations to Govern the Administration and Operation of Special Education and the School Code pertaining to handicapped students	30 minutes
8.	Presentation of transparencies and slide-tape on regional level special education services	30 minutes
9.	Explanation of map and boundaries of special education cooperatives	15 minutes
10.	Explanation of organization and activities of the local cooperative	30 minutes
11.	Discussion of questionnaires in small group sessions	30 minutes
12.	Evaluation of session	5 minutes
		4 hours, 45 minutes

SESSION THREE

TOPICS AND OBJECTIVES:

1. Structure of Special Education

   - Introduce students to the organizational structure of special education.

2. Special Education at the National Level

   - Acquaint students with the federal, professional, and volunteer organizations

3. Special Education at the State Level

   - Acquaint the student with the administrative structure of special education in the Illinois Office of Education.

4. Special Education at the Regional Level

   - Acquaint students with the low-incidence services administered by regional cooperatives.

5. Special Education at the Local Level

   - Acquaint students with the special education cooperatives serving school districts in the state.

   - Acquaint students with services provided at the local level.

6. Evaluation of Session

1. Structure of Special Education

2. Special Education at the National Level

Materials needed:

1. BEH-CEC filmstrip-cassette "Complying With P.L. 94-142" module from The Education for All Handicapped Children.

2. BEH organizational chart

3. Federal Register - August 23, 1977

4. Transparency "Federal Level."

5. List of voluntary organizations - Appendix of Samuel Kirk's text, Educating Exceptional Children.

6. Overhead projector

7. Filmstrip-cassette projector.

Description of activity:

1. Show introductory transparency of "Federal Level."

2. Show filmstrip-cassette presentation followed by question and answer period.

3. Give background information on role of the Federal Government. Reference: Kirk, Samuel, Educating Exceptional Children, Chapter 14, pages 421-425. Reference: Gearheart, B.R., Organization and Administration of Educational Programs for Exceptional Children, Chapter III, "Federal Leadership in Providing Services for the Handicapped."

4. Discuss Section 504 of the 1973 Rehabilitation Law and compare with P.L. 94-142.

5. Show transparency of BEH organizational structure. Utilize above references for background information.

6. Hand out copies of the August 23, 1977 Federal Register to each student as reference to P.L. 94-142.

7. Discussion of voluntary organizations.
   Reference: Appendix A (Kirk text)
   Appendix B (Gearheart text)

Resources:

1. Council for Exceptional Children - filmstrip-cassette.

2. Kirk, Samuel, Teaching Exceptional Children, Houghton-Mifflin.

3. Special Education at the State Level

Materials needed:

1. State organizational chart transparency.

2. Transparency - State Level.

3. Transparency - Special Education Regions.

4. Transparency - Program Service Teams.

5. Rules and Regulations to Govern the Administration and Operation of Special Education.

6. Copy of The School Code of Illinois.

7. ESR state certification requirements.

8. Overhead projector.

Description of activity:

1. Show transparency of state level organizational chart and discuss implications for special education programming.

2. Discuss and explain section of The School Code of Illinois (Chapter 122, Article 14) concerning legislation involving the administration of special education in Illinois.

3. Hand out copies of the Rules and Regulations to Govern the Administration and Operation of Special Education.

4. Explain special education funding. Explain flow-through from federal, state, regional, local level.
Reference: Gearheart text, Chapter V, Page 115.
Reference: Kirk text, Chapter 14, Page 426.

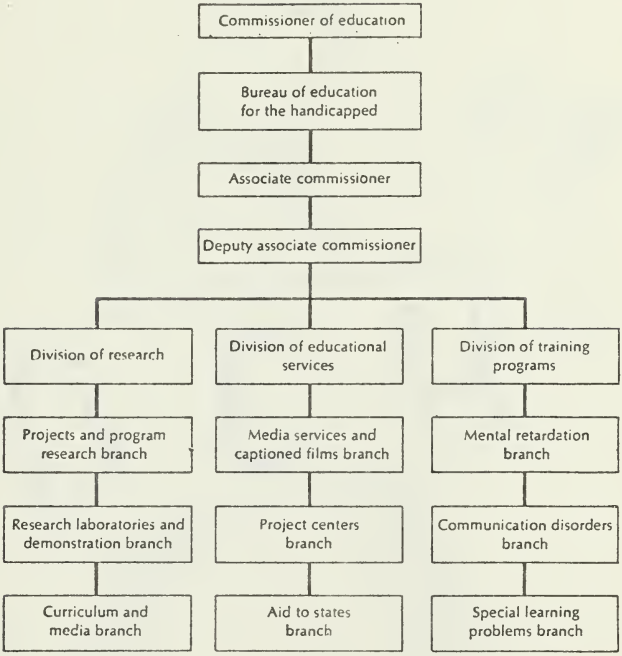
5. Discuss P.L. 94-142 child count procedure.

6. Show transparency of IOE Program Service Teams and discuss services provided.

7. Show transparency of Special Education Regions in the state of Illinois.
Reference: Gearheart Text, Chapter IV, Page 81.

8. Discuss Educational Service Regions (ESR) and hand out copies of certification requirements and discuss certification procedure through the ESR.

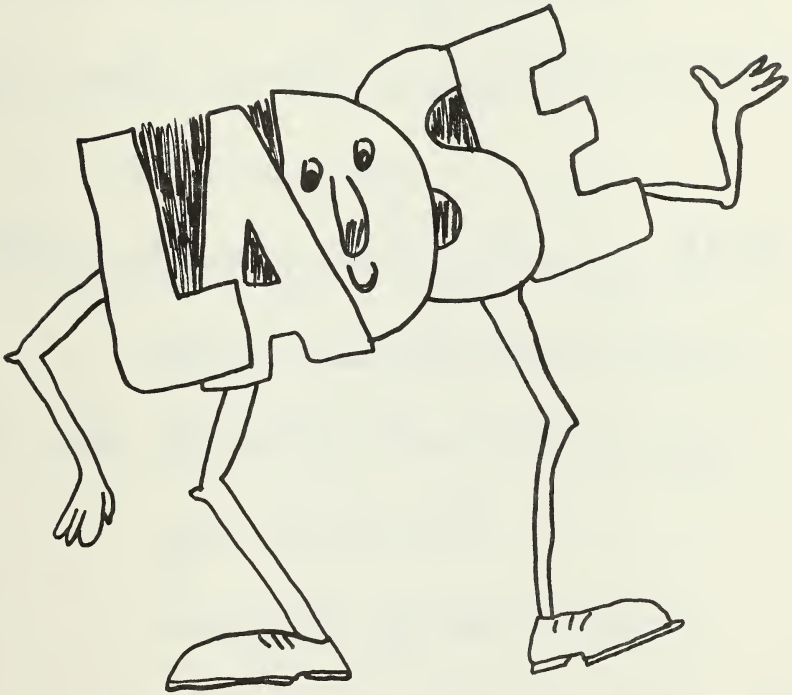
Organization chart, Bureau of Education for the Handicapped, U. S. Office of Education



FEDERAL
BEH
AGENCY

STATE AGENCY
IOE

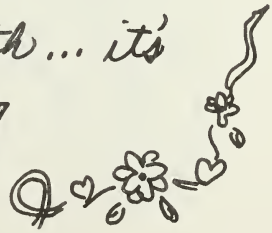
LOCAL

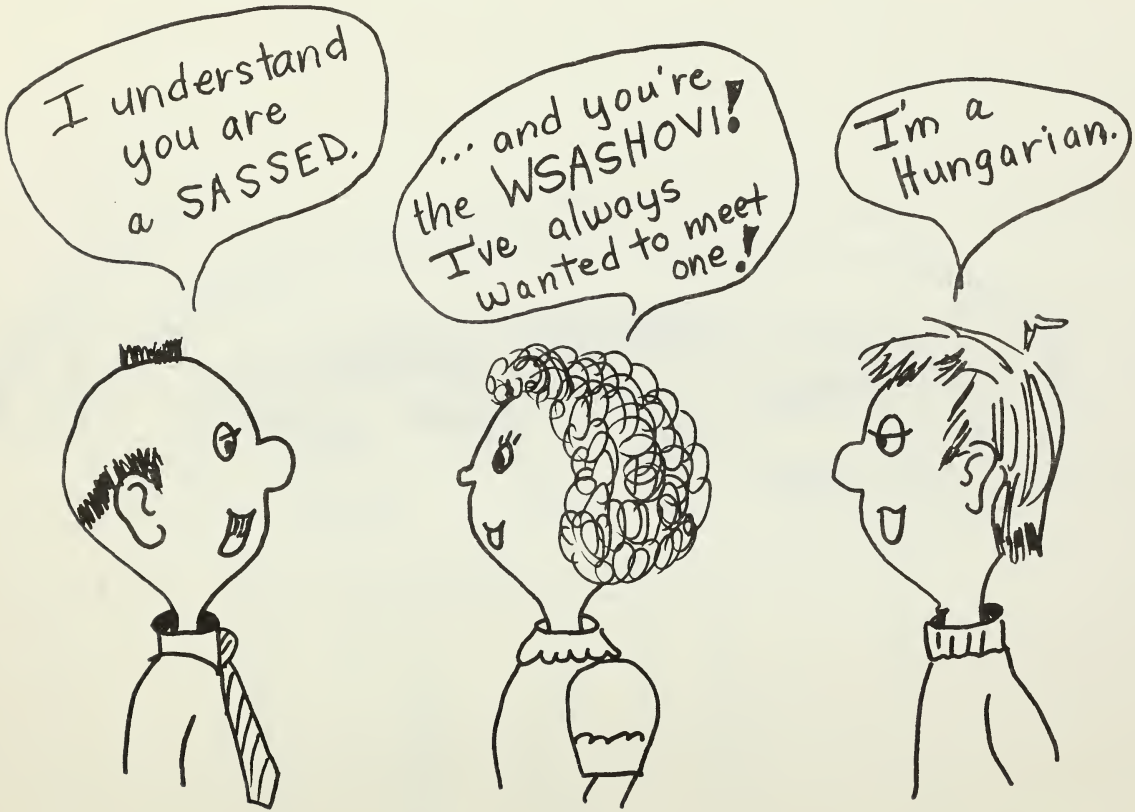


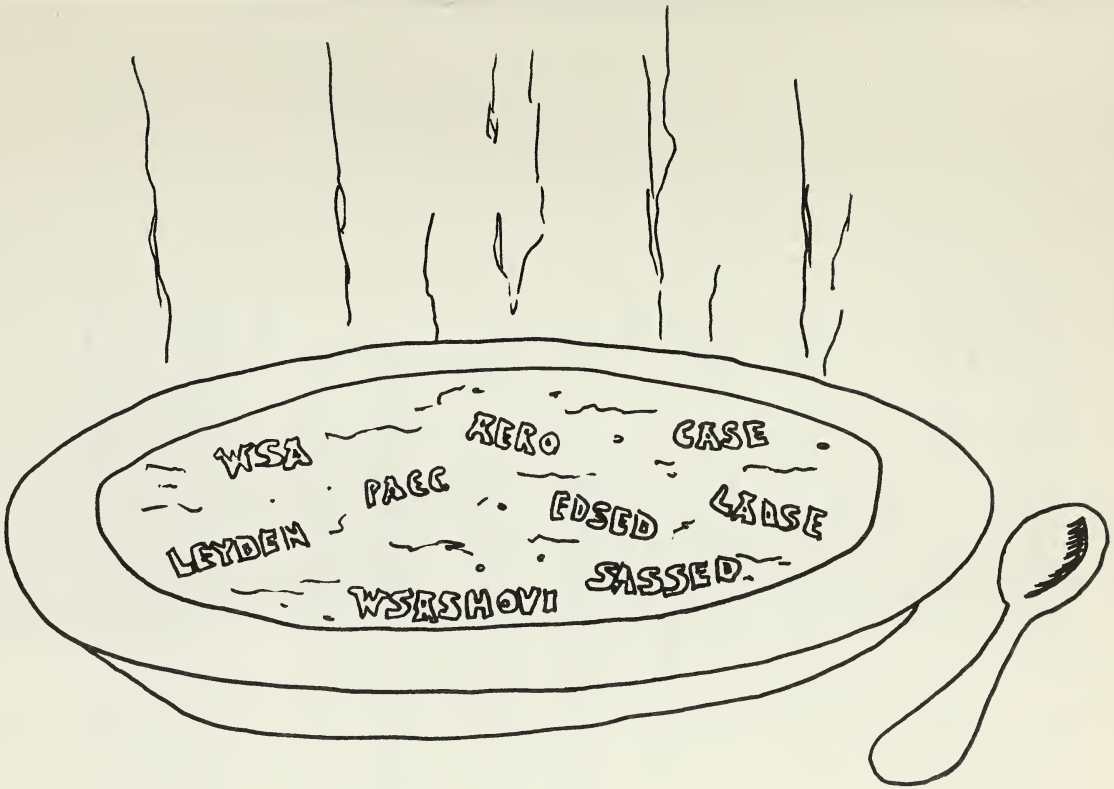
COOPERATIVE

USING THE LANGUAGE

"WSA?" asked the young LADSE.
"Just plain whatever and WSASHOVI,"
said the boy.
Although always straight as an AERO,
she wanted to keep PAEC.
So, she finished the CASE and
got SASSED....
and fell off the EDSED.
.... and that's the truth... it's
no LEYDEN!




I understand you are a SASSED.
... and you're the WSASHOVI! I've always wanted to meet one!
I'm a Hungarian.


WSA
AERO
CASE
PACC
LEYDEN
FDSED
LADSE
WSASHOVI
SASSED

4. Special Education at the Regional Level

Description of suggested activities:

1. Show transparencies depicting the regional special education service centers.

2. Show visuals available from low-incidence programs.

3. Explain what is meant by low-incidence population.

4. Hand out informational materials about the low-incidence programs.

5. Special Education at the Local Level

A. Special education at the joint agreement level.

Description of suggested activities:

1. Show map depicting boundaries of districts and location of schools within the local special education joint agreement.

2. Hand out organizational chart and explain function, role, funding, and administration of the local special education joint agreement.

3. Distribute annual report for special education joint agreement explaining numbers of districts, types of programming, and percentages of students being served.

4. Distribute Parent Handbook and answer questions that arise from this publication.

B. Special education at the local district level.

Description of activity: Divide into small groups. Have the elementary level feeder schools meet with the receiving high school teachers and media specialists. Instruct them to discuss the results of their survey of their local programs that serve handicapped students. Circulate among the groups to give direction and answer any questions. Encourage a sharing of problems format.

Session Three: Evaluation

OBJECTIVE OF SESSION

Introduce students to the organizational structure of special education.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

ACTIVITY

Overview from local level to federal level presentation.

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Acquaint students with federal, professional and voluntary organizational structures operating nationally.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

ACTIVITY

CEC-BEH filmstrip on "Complying with P.L. 94-142".

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Acquaint the student with the structure of the Illinois Office of Education in relationship to special education, as well as state level voluntary organizations.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

ACTIVITY

Presentation of state organizational chart, program service teams, history of state regulations, present rules and regulations, funding, certification, evaluation, and implications of P.L. 94-142.

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Acquaint students with the regional special education service centers.

WAS THE OBJECTIVE ACHIEVED? YES ____ NO ____

ACTIVITY

Transparency and hand-out.

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

ACTIVITY

Slide-tape presentation.

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Acquaint students with the special education joint agreement.

ACTIVITY

Presentation of organizational chart, annual report, and map of cooperating districts.

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE

Acquaint students with referral and placement services operating at their own district level.

WAS OBJECTIVE ACHIEVED? YES ____ NO ____

ACTIVITY

Special education questionnaire.

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES ____ NO ____

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

SESSION FOUR: TIMETABLE

1.	Presentation and discussion of slide-cassette program 'Once Over Lightly'	30 minutes
2.	Lecture and discussion of national library/media services	30 minutes
3.	Demonstration of on-line computer data base searching	60 minutes
4.	Display of collections, facilities, services in media center station activities	120 minutes
5.	Lecture and discussion of state and regional library/media services	30 minutes
6.	Evaluation of session four	15 minutes
		4 hours 45 minutes

SESSION FOUR

General Objective: Introduce students to the organizational structure of media services at the local, regional, state and national level.

TOPICS AND OBJECTIVES:

1. Media Services Programs and Terminology

   - Present the major components of a media program: staff, collection, facilities, services, and professional organizations.

2. Media Services at the National Level

   - Present an overview of the organization of media services and data bases at the national level.

3. Searching Specialized Data Bases

   - Illustrate an on-line computer search demonstration of special education data bases.

4. Media Center Station Activities

   Station One: The Collection in a Media Program

   - List the major principles and tools in selecting and organizing a media collection.

   - Demonstrate a variety of audio-visual equipment and audio-visual software.

   - Illustrate the major principles used in selecting and organizing a media collection for special education programs.

   Station Two: Facilities for Media Production

   - List the major components needed in facilities for a media program, particularly in production areas.

   - Provide "hands-on" experience in use of production equipment.

   - Illustrate the applications and uses of production facilities for special education programs and students.

Station Three: Services in Media Program

- Present the major information, consultation and design services of a media program.

- Identify the principles and implications for services to special education and applications and uses for special education students.

5. State, Regional and Local Library/Media Services

- Identify media services at state (IOE, ISL) regional (REMIS, IRLC) and local (SLS, LADSE) level.

6. Evaluation of Session

1. Media Programs and Terminology

If special education teachers and media specialists are going to work together as full-fledged partners, it is important that we share a basic understanding of each other's speciality. It helps if we operate with a shared general base of knowledge and at least understand the "jargon" of the other field. Consequently, this is a "once-over-lightly" approach to the world of the school media specialist. Hopefully, at the end of this presentation special educators will be able to talk media though they may not feel as fluent in the media world language as they are in their "native" tongue. ONCE OVER LIGHTLY SLIDE-CASSETTE PRESENTATION - 20 minutes

Note: This slide-cassette presentation was prepared for this inservice by Dawn H. Heller. It is available from the Illinois Office of Education.

2. Media Services at the National Level

It is recommended that a brief overview of the following agencies be presented:

NCLIS: The National Commission on Libraries and Information Science

Library journals have frequent articles about the National Commission. Of particular interest are the NCLIS annual reports, available through the U.S. Government Printing Office, and the Commission's official program document, Toward a National Program for Library and Information Services: Goals for Action.

A special NCLIS Task Force is currently preparing a study on "The Role of the School Library in the National Network." The final report of this Task Force is expected in June of 1978.

Also of significance is the planned 1979 White House Conference on Libraries and Information Science, which will be preceded, in fall, 1978, by a state conference.

Library of Congress

The multi-faceted role of the Library of Congress should also be presented, with an emphasis on "Blind and Physically Handicapped Services."

The Federal Register, June 4, 1974, covers rules and regulations, Loans of Library Materials for Blind and Other Physically Handicapped Persons.

(Copies are available through the Illinois Public Library Systems, which administer the programs at the local level.)

Office of Education, Bureau of Education for the Handicapped, Media Services

The role of BEH has already been touched upon in Session Three. However, the Media Services component should be reviewed in this session.

Because of a recent change in approach by the Bureau, it is important to review past history.

As of October, 1977 the National Center for Educational Media and Materials for the Handicapped was discontinued.

The NIMIS data base is now under the direction of NICEM, at the University of Southern California.

For background information, consult the following:

Bellard, John, Mission and Services of the National Center on Educational Media and Materials for the Handicapped, in Baskin, Barbara Holland and Karen H. Harris, eds., The Special Child and the Library, Chicago, American Library Association, 1976, pages 188-190

Oldsen, Carl, The National Instructional Materials System (NIMIS), pages 28-31

Risner, M. Thomas, National Information Center for Educational Media: a Brief Overview (NICEM), pages 35-39

Brown, James W., ed., Nonprint Media Information Networking: Status and Potential, Stanford, California, ERIC Clearinghouse on Information Resources, 1976.

Council for Exceptional Children

The many publications of CEC should be pointed out, as well as the "literature search" services of this organization.

Copies of CEC publication catalogs are generally available and could be distributed to participants.

3. Searching Specialized Data Bases

If possible an on-line demonstration should be arranged. The Dialog Databases include three which are of interest and significance.

- Exceptional Child Education Abstracts, Council for Exceptional Children

  a comprehensive database concerned with published and unpublished literature on the education of handicapped and gifted children

- ERIC Educational Resources Information Center

  the complete database on educational materials

- NICEM National Information Center for Educational Media

  comprehensive coverage of non-print educational materials

More information on Dialog Data Bases is available by calling Dialog: 800-227-1960 tollfree or by writing to:

Lockheed Information Systems
CODE 5020/201
3251 Hanover Street
Palo Alto, California 94304

In Chicago: 312-629-7416
Lockheed Information Systems
Suite 201, Crawford Savings Building
15270 Summit Avenue
Oak Brook Terrace, Illinois 60181

4. Media Center Station Activities

It is important that all stations are set up in advance with appropriate materials and equipment. The items listed are only suggestions. Local factors will need to be considered in actually arranging the three stations. The key element is the opportunity to gain insight into the collections, facilities, and services of a good, school media program.

Station One: Collections - Include the following, if available:

- Selection tools
  - Cumulative Book Index
  - Book Review Digest
  - Books in Print
  - Subject Guide to Books in Print
  - NICEM Catalogs
  - Standard Catalog series
  - Copies of reviewing journals

- Cataloging and classification volumes
  - Dewey Decimal Classification Volumes
  - Sear's Subject Headings
  - Anglo-American Cataloging Rules
  - local processing manuals

- National and State School Library Media Program Standards

- Samples of specialized types of materials
  - jackdaws
  - pamphlets
  - study prints
  - variety of audio-visual materials in different formats

- Specialized equipment such as
  - Caramate slide projectors
  - Cue/See film loop projectors
  - VTR equipment

Station Two: Facilities for Media Production - Include the following, if available:

- Lettering systems
  - Spray Lettering
  - Leteron
  - Varafont

- Photography
  - Ektagraphic Visualmaker

- Transparency production
  - Thermofax machine

- Drymounting/laminating

- Audio and television production

Participants should be given the opportunity to use the various production equipment available.

Station Three: Services in a Media Program - The types of items assembled for Station Three will vary considerably, depending upon the type of services provided in the local school media centers. If possible, include:

- Specialized information sources
  - Indexes
  - Reference sources of a more unusual nature
  - Information on public library systems and loan services

- Consultation services
  - locally prepared bibliographies and study guides
  - instructional units prepared by the media staff
  - cooperatively developed curriculum units or packets

- Design services
  - locally produced print and audio-visual materials
  - slide-cassette programs
  - videotapes
  - posters
  - and student-produced projects

Distribute the six-page handout/worksheets for participants to use as they examine items at each station. The samples included here will need to be revised to fit the local situation.

Divide the group into three subgroups and establish a time schedule for rotation from station to station.

Station One: Instructions to students

The purpose of this station is to acquaint you with major principles and tools used in selecting and organizing a media collection.

Spend the time at this station examining:

- Selection tools: journals, bibliographies, etc.
- Classification and cataloging tools and processing manuals Trace the step-by-step sequence from order slip to cataloged item. (See also the order file, shelflist, computer print-out etc.)
- Items in the collection that interest you: print, (books, periodicals, pamphlets) audio-visual, (see stack area in Listening-Viewing Area) equipment (especially Cue/See and Caramate equipment).

Station Two: Instructions to students

The primary purpose of this station is to provide an opportunity for hands-on experience in the use of production equipment.

Spend the time at this station examining and/or trying some of these: lettering devices (spray, Leteron, Varafont), Ektagraphic Visual maker, transparency, thermo-dittos, drymounting, laminating

You may also wish to see the darkroom facilities, the audio studio, and the television studio.

Station Three: Instructions to students

The purpose of this station is to acquaint you with the major information, consultation, and design services of a media program. Spend the time at this station:

- Examining specialized sources of information (a selected sampling has been assembled)
- viewing the slide-cassette program on the services of the Suburban Library System
- Examining the curriculum-related materials created locally to assist teachers
- Viewing a selected sampling of locally produced instructional units
- Viewing an example of a teacher-produced sound film loop

- examining guides to student production and examples of student projects

Suggested questions for station activities.

Station One: Briefly summarize the observations, questions and implications regarding selecting and organizing materials that came up during the time spent at this station:

Station Two: Briefly highlight some of the uses that could be made of production equipment to create instructional materials for special education in your media center, school, or classroom. Be specific (i.e. take one unit, one class, etc.)

Station Three: Describe one or more cooperative ventures that could be undertaken as part of media services to:

- provide needed specialized information
- provide help in curriculum development and instruction
- provide design assistance in developing local instructional programs

5. State, Regional, and Local Library/Media Services

It is recommended that a very brief overview of the following agencies be presented:

- Illinois Office of Education: Printed flyers are available which describe:
  The Media and Resources Center (MaRC)
  Illinois Resource and Dissemination Network (IRDN)
  ETV-ITV Division Services

- Illinois State Library
  An overview of Illinet, the Illinois Library and Information Network, appeared in the June, 1977, issue of Illinois Education News, published by the Illinois Office of Education.

  Up-to-date information on Illinet can be secured from:

  The Illinois State Library
  Centennial Building
  Springfield, Illinois 62756

- Illinois Library System
  Eighteen library systems, which cover the entire state geographically, have been established in Illinois. Many

include affiliate academic, special, and school library members. Because the systems are diverse in their organization, collections, and services, it is recommended that a representative be contacted from the appropriate area system in order to provide accurate information to participants.

One issue of Illinois Libraries is usually devoted to systems annually. Most systems have flyers, newsletters, and other printed materials which publicize services. Some may have audio-visual presentations highlighting their programs.

- Illinois Regional Library Council

  For those located in the six-county Chicago metropolitan area, it is important to include information on the services available from IRLC. School media centers may also be members of the council and thus make available, through Infopass and Datapass, the resources in all other council member libraries. A directory of these resources has been published, Libraries and Information Centers in the Chicago Metropolitan Area. For further information, contact:

  Illinois Regional Library Council
  425 N. Michigan Blvd.
  Chicago, Illinois 60611

- Local Services

  Certainly, it is important to provide information on local cooperatives that may be operating, district-level media services, services available from any of the area public libraries or junior college libraries, as well as local or regional special education media services.

  It is essential that participants become aware of the multitude of resources that are already available and that the building-level media specialist can serve as the facilitator in bringing those resources to individual teachers and students.

SESSION FOUR

6. Evaluation of Session

Instructions: In order to evaluate the session you have just attended, we would appreciate your answering the following questions. Thank you very much for your cooperation.

1. The general objective of this session was

Introduce students to the organizational structure of media services at the local, regional, state and national level.

Do you feel that the session objective was accomplished?

Yes _____ No _____

Comments: _____

2. What are your general impressions of the following session-related areas? (Place an "X" in the appropriate column beside each area.)

	Good	Average	Poor
a. Overall Session Organization			
b. Session Content			
c. Length of Session Segments			

Comments: _____

3. Accomplishment of Specific Session Objectives

The following were specific objectives for the session. Please indicate whether or not you feel these objectives were achieved:	Achieved? Yes	No
a. Acquaint students with the major components of a media program--staff, collection, facilities, services--and professional organizations.	___	___
b. Present an overview of the organization of media services and data bases at the national level.	___	___
c. Provide students with an on-line computer search demonstration of special education data bases.	___	___
d. Acquaint students with the major principles and tools in selecting and organizing a media collection.	___	___

		Yes	No
e.	Provide an opportunity for students to experiment with a variety of audio-visual equipment and to examine a variety of audio-visual software	___	___
f.	Encourage students to seek applications of the appropriate major principles in selecting and organizing a media collection for special education programs.	___	___
g.	Acquaint students with major components needed in facilities for a media program, particularly in production areas.	___	___
h.	Provide students an opportunity for hands-on experience in use of production equipment.	___	___
i.	Encourage students to discover the applications and uses of production facilities for special education programs and students.	___	___
j.	Acquaint students with the major information, consultation and design services of a media program.	___	___
k.	Encourage students to seek principles and implications in services for special education and their applications and uses for special education students.	___	___
l.	Provide an overview of media services at state regional and local level.	___	___

4. Do you feel that the session should have included additional subjects or topics?

   Please list: _____

   _____

   _____

5. Do you feel that this session should have excluded certain subjects or topics? Yes _____ No _____ If yes, which ones? _____

6. Did you learn anything during the session that you did not know before? Yes _____ No _____ If yes, which ones? _____

   Please briefly explain your answer: _____

7. Other Comments: _____

SESSION FIVE: TIMETABLE

1.	Overview of the session	10 minutes
2.	Presentation of slide-tape, The IEP Man	10 minutes
3.	Presentation of script, The Intent of Congress	20 minutes
4.	Discussion of the script followed by question and answer session	10 minutes
5.	Discussion of the Federal Register section on IEP's	30 minutes
6.	Presentation of contents of an IEP	30 minutes
7.	Presentation of a videotape on developing an IEP	15 minutes
8.	Simulation of a multidisciplinary staff conference and the development of an IEP	120 minutes
9.	Distribution of media questionnaire	10 minutes
10.	Evalnation of session five	10 minutes
		4 hours 25 minutes

SESSION FIVE

TOPICS AND OBJECTIVES:

1. Public Law 94-142 and the IEP

   - Present the law

   - Present secondary resources that instruct on the IEP

2. Contents of the IEP

   - Identify the contents of the IEP

3. The Development of the IEP

   - Illustrate a process for developing an IEP

4. Distribution of Media Questionnaire

   - Identify local media services

5. Evaluation of Session

SESSION FIVE

1. Public Law 94-142 and the IEP

Materials Needed:

- The IEP Man slide-cassette show.
- Slide projector and tape player
- A movie screen
- The Intent of Congress, 1977, Annual Report, National Advisory Committee on the Handicapped, pages 23-37
- The August 23, 1977, Federal Register

Description of Activity:

- Open with an overview of the schedule for the entire session and include the objectives for each activity.
- Show The IEP Man slide-cassette.
- Discuss any questions arising from the media presentation.
- Discuss The Intent of Congress.
- Hand out copies of the August 23, 1977, Federal Register.
  Reference: Individualized Education Programs
  121a 340 Definition
  121a 341 State Educational Agency responsibility
  121a 342 When individualized education programs must be in effect.
  121a 343 Meeting
  121a 344 Participants in meetings
  121a 345 Parent participation
  121a 346 Content of individualized education program
  121a 347 Private school placements
  121a 348 Handicapped children in private schools
  121a 349 Individualized education program-accountability
- Discuss points brought up from Federal Register.

2. Contents of the IEP

Materials Needed

- Transparency listing the necessary components of the IEP.
- Overhead projector and screen.

- Illinois Interim Resource Manual for Preparing Individualized Education Programs developed by the Illinois Office of Education Specialized Educational Services.

Description of Activity:

- Discuss the components of the IEP as listed on the transparency.
- Hand out the Illinois Interim Resource Manual for Preparing Individualized Education Programs and discuss the components and their definitions as described in the manual.

3. The Development of the Individualized Education Program

Materials Needed:

1. The videotape on developing the IEP from the Regional Resource Center and video equipment, and/or
2. Packets containing the simulation activities as described in Guide for Trainers

Resources:

1. Regional Resource Center, State of Illinois, 3202 N. Wisconsin Avenue, Peoria, Illinois, 61603.
2. Guide For Trainers, Resource for Workshops on Developing Individual Education Programs, Published by National (NASDSE). Available from MaRC.

4. Distribution of Media Questionnaire

Materials Needed:

Media questionnaire

Description of Activity:

1. Hand out media questionnaire.
2. Explain objective of the activity.

5. Evaluation of Session

1. Hand out evaluation forms
2. Collect and collate information

MEDIA SERVICES QUESTIONNAIRE*

*(District-level personnel may elect to describe total programs rather than single building.)

District name and number _____

Questionnaire completed by: _____

Building Name _____

Number of teachers _____ , students _____

I Staff

Describe the staffing pattern for the district-level and the building-level media programs.

II Collections

A. Describe the collections of print, audio-visual materials and equipment. Use numbers, if readily available, for the various types of items included in the collection. At least indicate the variety of types of items available.

B. How are the collections organized? Cataloged? Classified?

C. What specific types of production equipment are available at the building and/or district level?

III. Facilities

Describe the physical layout of the building media center and label the various elements.
Include data on total square feet and total number of seats for students.

IV. Services

Describe any special services provided by the media staff that you feel are interesting, especially helpful, or unusual.

Describe any types of services provided for children with special needs or the special education teachers in the building or the district.

The importance attached by the Congress to the individualized education program called for in Public Law 94-142 is suggested by the emphasis placed on it in the Act itself, in the Senate and House colloquy prior to the law's enactment, and in special congressional reports.

What the law says

Quoting first from the law itself, section 4(a)(3) provides the following definition:

> The term "individualized education program" means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date of initiation and anticipated duration of such services, and (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Under the heading "Eligibility," section 612 provides that "In order to qualify for assistance under this part in any year, a State shall demonstrate to the Commissioner that the following conditions are met," and in citing those conditions goes on to say--under section 612(4)--that "Each local educational agency in the State will maintain records of the individualized education program for each handicapped child, and such programs shall be established, reviewed, and revised as provided in section 614(a)(5)."

Under section 613, dealing with "State Plans," section 613(a)(11) declares that these plans shall, among other things, "provide for procedures for evaluation at least annually of the effectiveness of programs in meeting the educational needs of handicapped children (including evaluation of individualized education programs), in accordance with such criteria that the Commissioner shall prescribe..."

Regarding the review alluded to above in connection with section 612, section 614(a)(5) states that any local education agency or intermediate educational unit that wants to receive funds under the law shall "provide assurances that the local educational agency or intermediate educational unit will establish, or revise, whichever is appropriate, an individualized education program for each handicapped child at the beginning of each school year and will then review and, if appropriate revise, its provisions periodically, but not less than annually."

Comments in the Senate

As reflected in the Congressional Record, the debate in the Senate regarding the proposed Education for All Handicapped Children Act was launched with the issuance on June 2, 1975, of Senate Report No. 94-168, prepared by the Senate Committee on Labor and Public Welfare. On page 4 the report noted that:

> "The bill provides for an individualized planning conference, to be held at least three times a year, involving the parents or guardian, an individual representating the local educational agency qualified to provide special education, the child's teacher and the child when appropriate who will meet jointly to develop and review a written statement describing the educational services to be provided and, when appropriate, to revise such statement with the agreement of the parents."

Then on pages 10 and 11 the report goes into the subject of the IEP more deeply, as follows:

> "The Committee bill defines individualized planning conference as a meeting or meetings to be held at least three times a year for the purpose of developing, reviewing, and when appropriate and with the agreement of the parents or guardian, revising a written statement of appropriate educational services to be provided for each handicapped child. The planning conference shall be conducted with the joint participation of the parents or guardian, the child (when appropriate), the child's teacher and a representative of the local educational agency who is qualified to provide or supervise the provision of special education.
>
> "In reviewing the testimony on this bill and after consultation with professionals in the field, the Committee recognizes that in order to derive any benefit to the child, parent, and teacher an individualized planning conference must be held a minimum of three times per year. The frequent monitoring of a handicapped child's progress throughout the year is the most useful tool in designing an educational program for not only the child but those who are responsible for his management in school and at home.
>
> "There is evidence that an individualized planning conference on an annual basis is insufficient. It is the Committee's intent in requiring that individualized planning conferences be provided for each handicapped child that these conferences be utilized as an extension of the procedural protections guaranteed under existing law to parents of handicapped children, and that they be the logical extension and the final step of the evaluation and placement process.
>
> "They are not intended to be the evaluation process itself. Thus, it is the intent of this provision that local educational agencies involve the parent at the beginning of and at other times during the year regarding the provision of specific services and short-term instructional objectives for the special education of the handicapped child, which services are specifically designed to meet the child's individual needs and problems. The Committee views this process as a

method of involving the parent and the handicapped child in the provision of appropriate services, providing parent counseling as to ways to bolster the educational process at home, and providing parents with a written statement of what the school intends to do for the handicapped child.

"It is not the Committee's intention that the written statement developed at the individual planning conferences be construed as creating a contractual relationship. Rather, the Committee intends to ensure adequate involvement of the parents or guardian of the handicapped child, and the child (when appropriate) in both the statement and its subsequent review and revision. The Committee has included a requirement that any revision of the statement be done only with the agreement of the parents or guardian in order to ensure that services to the child are not arbitrarily curtailed or modified.

"During the hearings on this bill, the Committee received testimony that the individualized written educational plan (as contained in the bill introduced in January) would require school systems to develop an expertise and ability to provide services guaranteed to assure educational progress. The Committee recognizes that in many instances the process of providing special education and related services to handicapped children is not guaranteed to produce any particular outcome. By changing the language of this provision to emphasize the process of parent and child involvement and to provide a written record of reasonable expectations, the Committee intends to clarify that such individualized planning conferences are a way to provide parent involvement and protection to assure that appropriate services are provided to a handicapped child. The Committee has deleted the language of the bill as introduced which required objective criteria and evaluation procedures by which to assure that the short term instructional goals were met. Instead it has required the Commissioner of Education to conduct a comprehensive study of objective criteria and evaluation procedures which may be utilized at a later date in conjunction with individualized data available through the individualized planning conference to determine the effectiveness of special education and related services being provided.

"The Committee further points out that it intends that a copy of the statement thus developed be retained on file within the school district with copies provided to parents and others involved subject to strict procedures for protection of confidentiality. While it believes that such statements may be useful to a State educational agency for purposes of audit and evaluation, it does not intend that such records be forwarded to the State agency, but be available for inspection."

Several pages later the report added that the law

> "...requires that the State assure that local educational agencies provide and maintain records of the individualized planning conference for each handicapped child including the written statement developed from the conferences, and that such conferences will be conducted at least three times a year to develop, review and, with the agreement of the parents or guardian, revise the statement. Fifth, the bill requires that the State educational agency be responsible for insuring the implementation of and compliance with provisions of the Act, and for the general supervision of educational programs for handicapped children within the State, including all such education progarms administered by any other State or local agency. Finally, to assure orderly due process with regard to carrying out the provisions of the Act and to assure compliance with provisions of the Act, the Committee bill provides that the State shall establish policies and procedures to provide consultation with persons involved in or concerned with the education of handicapped children including handicapped individuals and parents of handicapped children. Further, in this regard, the State shall establish an entity to assure compliance with the provisions of the Act which shall conduct periodic evaluation and be empowered to receive, and take such necessary steps as are required, to resolve compliants of violations of the requirements of the Act."

In its final reference to the IEP the report notes that

> "The Committee has designed the individualized planning conferences as one method to prevent labelling or misclassification. Furthermore, the Committee points out that due process requirements in existing law were designed specifically to protect against this abuse, and should be examined by the Commissioner and the State educational agency to assure that they are effective in this regard."

Subsequent to the issuance of this report, on June 8, the debate got underway with remarks by Senator Jennings Randolph of West Virginia, Chairman of the Senate Subcommittee on the Handicapped. In analyzing the various provisions of the proposed Act--at that time referred to as S. 6--Senator Randolph noted that

> "A feature of the measure that will promote the educational development of handicapped children is the individualized planning conference. It has long been recognized by educators that individualized attention to a child brings rich rewards to the child, his teachers, and family. Handicapped children have been a neglected minority in our school system; individualized planning conferences are a way of targeting the resources of our school systems on handicapped children. These conferences are to be held at least three times a year and will represent a cooperative effort on the part of the school, the parents, and the child himself, when appropriate, to meet the unique educational needs of the child. Frequent monitoring of a handicapped child's progress throughout the school year is a vital component of the individualized planning conference. Preliminary evidence on annual planning conferences indicates that the usefulness of the individualized planning conference would be nullified if held only on an annual basis."

Senator Robert T. Stafford of Vermont then spoke about the makeup of the planning conferences, noting that

"The participants will include the parents, the teacher, and a qualified supervisor or provider of special education services. This provision is extemely important if the child's progress is to be adequately monitored and if appropriate steps are to be taken to assure that the problems with the educational process that the child is having are met in a timely and consistent way. An additional benefit that will result from these conferences is one that is too often overlooked. Not only will the child be better served, and the parents better informed of the limitations their child has due to a particular handicap, but the teacher will learn from this experience as well.

"As we look more and more toward children with handicaps being educated with their normal peers, we must realize, and try to alleviate, the burden put upon the teacher who must cope with that child and all the others in the class as well. The teacher needs reinforcement and a better understanding of the child's abilities and disabilities.

"It is hoped that participation in these conferences will have a positive effect on the attitude of the teacher toward the child, and an understanding of the child's problems in relating to his or her peers because of a handicapping condition."

Commented Senator Randolph:

"Mr. President, the Senator from Vermont explained one feature of this bill, and I will try to emphasize his point. We will promote the educational development of handicapped children through the process of individualized planning conferences.

"What the Senator has stated is very important. Educators generally have begun to realize that some personal attention must be given to a child. I am sure that the child is the better for it. Individual attention is one of the benefits of a good education in institutions of learning for all the people of the United States, not only the handicapped.

"Throughout this country, our schools, colleges, and universities long have stressed the need for individual attention to students. It is the heart of our educational process and it has stood the test of time.

"Perhaps this is not the occasion to mention it, but I do so. I look back upon my school days, and I say to the Senator from Vermont that I recall those teachers who not only were informed, but also very inspiring. They were those men and women who gave of their time a little after the class actually had closed. They gave one the opportunity to come and talk with them. They were there to counsel the students. In a sense, that can be carried over into the specific that the Senator mentioned here--the individual attention to children.

"The individual planning conference is a cooperative effort. It is an effort that must include the teacher, the representative of the local educational agency, the parents, and, when appropriate, the boy or girl who is handicapped. When we do this, we have the opportunity to keep in touch with that child. We monitor the child's progress, as one might say, and that frequent monitoring is a vital component of this training planning conference process. It helps the parents or guardian, and it helps the teachers.

"For these reasons, I comment on what the Senator has said."

Subsequenlty, following a discussion regarding other provisions of the bill, Senator Williams had this further comment about the IEP:

"In order to involve the parent and the child--when appropriate--in the educational process so that they may fully participate in making decisions regarding their child's education, S. 6 provides for an individualized planning conference, to be held at least three times a year, involving the parents or guardian, a person representing the local educational agency qualified to provide special education, the child's teacher and the child, when appropriate. These persons will meet jointly to develop and review a written statement describing the educational services to be provided for the particular child and, when appropriate, the statement will be revised with the agreement of the parents.

"This conference is intended also to serve as a method of providing additional parent counseling and training so that the parent may bolster the educational process at home. This involvement is particularly important in order to assure that the educational services are meeting the child's needs and so that both parents and child may be part of the process from which they are so often far removed. The conference is not a contractual relationship, but rather a cooperative effort. It serves to fully extend the procedural protections and parent involvement which was initiated last year in the Education Amendments of 1974."

In a query addressed to Senator Randolph, Senator Richard B. Stone of Florida said:

"There is a question which has been raised by some of my constituents concerning the individualized planning conferences.

"Was it the committee's intent that these planning conferences be held three times a year and attended by a small group of persons for the purpose of developing a plan for each child, or was the intent to hold a large meeting three times a year to draw plans for many children?"

Responded Senator Randolph:

"In answer to my colleague, it was the intent, and I believe I can speak for the subcommittee and the committee in this matter, that these meetings to which the Senator makes reference be small meetings; that is, confined to those persons who have, naturally, an intense interest in a particular child, i.e., the parent or parents of the child, and in some cases, the guardian of the child. Certainly, the teacher involved or even more than one teacher would be included. In addition, there should be a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children.

"These are the persons that we thought might well be included. That is why we have called them individualized planning conferences. We believe that

they are worthwhile, and we discussed this very much as we drafted the legislation.

"We thought they should be held three times a year because we have the belief that a lesser number of such conferences would not be productive.

"If the child is not progressing as he or she should, it would be best to identify the problem as quickly as possible. Then we would have the opportunity of correcting the difficulty before a long period of time goes by. Sometimes we bring into focus the needs of a child simply by discussion of his problems.

"We believe, as I said in my opening statement, that frequent monitoring of the child's educational development is certainly valid."

Regarding the burden that might arise from the IEP requirement, Senator Jacob Javits of New York expressed reservation about

"...the dynamics by which the local educational agencies handle a three-times-a-year planning conference for each handicapped child, and a written record. I do not think there can be any objection against maintaining a written record. We do that for every student anyhow.

"As to the three-times-a-year conference, I believe we ought to think about that. That is a lot. It is 21 million conferences...If there is any amendment addressing this issue, we will deal with it, and if there is not, we will probably deal with it anyhow in the House-Senate conference.

"As to the general requirement of the State entity, the amendments which Senator Dole will introduce, in which I very much wish to join, will deal with that situation, so I hope it should obviate reasonable objection to that proposition."

The observations by Senator Javits led to the following colloquy involving him and Senators Randolph, Stafford, Williams, and Robert J. Dole of Kansas:

Mr. Dole. It was the intent of the Senator from Kansas to offer an amendment which would either delete the planning conference or at least to make it discretionary, because it just seems to me, as I have indicated earlier, if we are going to hold at least 3 times a year an individualized planning conference for everyone who is handicapped, according to the definitions of this act, that is going to be about 24 million conferences and 24 million pieces of paper. That could be an administrative nightmare.

Now the Senator from Kansas understands the problem of the handicapped to some degree. There may be some who need 10 conferences or more per year, there may be some who need one. It would seem to the Senator from Kansas that one thing that we could do between now and October 1976 would be to conduct a pilot program, that has been suggested, in the States of Texas, Florida, and Wisconsin, where they have ongoing programs or at least could have a pilot program to see if a nationwide program were appropriate.

Mr. Randolph. Mr. President, will the Senator yield?

Mr. Dole. Yes.

Mr. Randolph. What is being done in the State of Kansas on this matter?

Mr. Dole. We allow the State agency to have as many conferences as they want. I do not believe we require any certain number of conferences. As this Senator understands, the purpose is to sit down with parent or guardian and if appropriate, the handicapped individual and establish a clear and meaningful plan.

Mr. Randolph. The only reason I come back to Kansas is because that is the State represented by the Senator and sometimes if we look at our own situation we assess it in view of the national needs. As I understand, these conferences for handicapped persons are held about once a month at the medical center.

Mr. Dole. But I do not think the number of meetings--whether it be an individual conference once a month or once a year--is set by law or otherwise made inflexible.

Mr. Randolph. There is a file on every handicapped child, starting with an evaluation following right through diagnosis and service. I think this is correct.

Mr. Dole. This may be technically correct but as far as the conferences, I do not think we have been discussing this but have been discussing whether the number of conferences should be set in law by the Federal Government.

Mr. Randolph. What is being done in some Kansas programs is what we want to do in other States.

Mr. Dole. Right.

Mr. Randolph. The Senator can understand that. I would hope in this instance that the Senator would not press for this amendment, but let it be a part of the discussion here today. We shall give very careful study to this in the future.

Mr. Dole. The Senator from Kansas does not quarrel with the conference. This Senator does not quarrel with whether it is 3 or 6 or 9 or 12, but again it is a Federal dictation to a State agency that they must comply; they must have at least three individual conferences. And later on in the bill there are other sections where the States must have statistically valid data based on these individual conferences.

Mr. Randolph. I add further to the Senator, this is only if they desire to participate.

Mr. Dole. If they do not want to participate in the program, they would not be so constrained.

Mr. Randolph. That is correct.

Mr. Dole. But the Senator from Kansas is trying to figure out some way that, before we launch into this massive effort, we have some history. And

since the Senator from Washington has delayed the effective date until October 1976, it would seem to me that we should make some legislative history that HEW should conduct a pilot program in at least three States, and maybe Kansas would be a good State.

Mr. Randolph. That is presently being done by DHEW. There are projects in Florida and in Texas. Let us remember that we have adequate time until October 1, 1976 to see the results of these studies, which I feel will prove that this provision will be beneficial.

Mr. Javits. Exactly, Mr. President, if the Senator will yield, I commend that, too. I was going to modify an amendment to make it annual so that we do not start out quite so tough.

Also Senator Randolph has now defined in the Stone amendment the matter of the conference and that, therefore, somewhat relieves the strains. Somewhere between one and three we ought to be able to let the matter move from here and strike a fair balance. My suggestion, because I know how strongly Senator Randolph feels about it, to Senator Dole would be to make it twice. In other words, instead of three times, make it twice with the understanding that the pilot work is being done and that seasonably, before the operative date, we will review the figure of two. Then at least you have a mandate which is one-third less, and we have committed ourselves to reducing even further depending upon the actual work of the HEW. I think that is probably the best way.

Mr. Randolph. Will the Senator from Kansas permit me to comment on the words of the Senator from New York.

Mr. Dole. Yes.

I yield.

Mr. Randolph. I would rather not have it twice, for the reason that the Senate works with...

Mr. Dole. The House has one conference in their bill.

Mr. Javits. I will agree. I will be a conferee, Senator Randolph will be a conferee, and Senator Stafford will be a conferee. I think the Senator should leave it to us, with the legislative record, and he has our feet to the fire. He has agreed to listen to the House and give attention to the findings where the words are being experimented with.

Mr. Dole. I have no quarrel with that. If all these studies should prove that there is really no benefit from the individualized conferences, whether they are 2 or 10 or whatever number.

I would be ready to amend it.

That is what I am seeking.

I make the same commitment.

The Senator does not wish to impose any burden on educators, or parents, or handicapped children that does not benefit the handicapped.

No Member of the Senate is more concerned about the handicapped than is the Senator from Kansas. He has been a leader in this field. All of us working on these matters want to do one job, and that is to benefit the handicapped--in this particular instance, the education of the handicapped.

That satisfies me. My concern is that we make every resource, or as much as possible, available to the direct activities and the direct programs that are going to benefit the handicapped.

Mr. President, if the Senator will yield, I think that one of the greatest benefits that can come to the handicapped child is to have parents brought into this conference, because the education of the child continues after the school doors close and that child is at home. This is part of the educational process. That is one of the reasons why we have developed the idea of the mandatory conference, to make sure that the parent is part of the education of the child. We have to have more than one, it seems to me. That is almost a "get acquainted" meeting, and a followup meeting is essential. I support the three meetings that Senator Randolph put into this bill, and I hope we can keep it at that, at this point.

Mr. President, if the Senator will yield, as the ranking member, I pledge to Senator Dole to pay the most serious attention to the findings of the work which will be done in the interim until the new operative date. As will Senator Randolph, I will be perfectly willing to advocate even its entire omission, if we are convinced that it is a drag instead of an aid to everything that is being done.

It is an absolute promise to do that, because the ends are what we are interested in here. We want to see the best possible approach to education. We will be watching very closely during this period to see how it develops, particularly in the area that the Senator from Kansas has brought forth.

I appreciate the assurances from the Senators from New York, West Virginia, and New Jersey. Their concern for the handicapped is genuine, as is that of the Senator from Kansas. But hopefully we do not want to burden some State agency with a requirement that may prove to be counterproductive. Based on the assurances, the Senator from Kansas will withdraw the amendment.

Mr. President, while assurances are being given, I would like to join my three colleagues in offering the same assurance on that.

I appreciate that. It means a great deal to the Senator from Kansas

Mr. President, I withdraw the amendment.

The PRESIDING OFFICER. The amendment is withdrawn.

The final comments on the IEP during this phase of the debate were offered by Senators Alan Cranston of California and Walter F. Mondale of Minnesota.

"S. 6 as reported also would add a new provision that establishes procedures to insure that handicapped children and the parents or guardians are

given an opportunity to participate in the planning and development of the educational program, including the assessment of the handicapped child's present educational performance, the specification of instructional objectives, and identification of the specific educational services to be provided.

"Mr. President, there are many other significant provisions in S. 6. I am particularly pleased with the specific guarantees of due process of law provided for handicapped children and their parents in all matters relevant to identification, evaluation, and placement, and the prohibition against the classification of children in a manner which promotes racial or cultural discrimination."

"This bill represents a major step toward the identification and education of all handicapped youngsters in the near future. In the past, many children have been simply placed in institutions or segregated in schools and classes with little emphasis on adequate education and training. Under S. 6, an individual planning conference, will provide a tailored program for each handicapped youngster to meet his special educational needs.

"In the past, many children have been left to sit at home, providing little opportunity for adequate training and development. Under S. 6, priority is given to provision of a free appropriate public education to children not currently receiving any, as well as those currently receiving inadequate assistance.

"In the long run our whole society will benefit by timely, effective identification and treatment of the needs of those individuals and their families."

COMMENTS FROM THE HOUSE OF REPRESENTATIVES

Meanwhile the House Education and Labor Committee was busy preparing a report on its companion bill, H.R. 7217. Issued on June 26 and labeled No. 94-332, the report says the following (on page 13) about the individualized education program:

WHY DOES THE BILL PROVIDE FOR PRESCRIPTION OF AN INDIVIDUALIZED EDUCATION PROGRAM?

The movement toward the individualization of instruction, involving the participation of the child and the parent, as well as all relevant educational professionals, is a trend gaining ever wider support in educational, parental, and political groups throughout the Nation.

Therefore, this legislation would require each local educational agency to develop with a child's teacher in consultation with the parents of the child (and in appropriate instances the child) an individualized education program. Such a prescription responds to 3 fundamental tenets:

(a) each child requires an educational plan that is tailored to achieve his or her maximum potential;

(b) all principals in the child's educational environment, including the child, should have the opportunity for input in the development of an individualized program of instruction;

(c) individualization means specifics and timetables for those specifics, and the need for periodic review of those specifics--all of which produce greatly enhanced fiscal and educational accountability.

Parenthetically, it may be noted that the 93rd Congress, and, more specifically, this Committee, have already expressed their concern about the need for increased individualization in at least 2 public laws: Public Law 93-112, the Rehabilitation Act Amendments of 1973, and Public Law 93-380, the Education Amendments of 1974 (Title I). Then five pages later the report adds this:

H.R. 7217 defines "individualized education program" as an educational plan for each handicapped child developed jointly by the local educational agency and an appropriate teacher, in consultation with the parents. This plan would contain a statement of the present levels of educational performance of the child, desired instructional objectives, a statement of the specific educational services provided the child, and the extent to which the child will be able to participate in regular educational programs, a projected date for initiation and anticipated duration of such services, and an annual evaluation of the procedures and objectives.

AGREEING ON THE BILL's IEP PROVISIONS

In the subsequent debate on the House floor, as recorded in the CONGRESSIONAL RECORD, Representative John Brademas of Indiana commented as follows regarding the IEP:

"Mr. Chairman, we also provide that an individualized plan of instruction must be provided for each handicapped child and evaluated at least annually. Individualized plans are of great importance in the education of handicapped children in order to help them develop their full potential."

Representative Albert H. Quie of Minnesota also discussed the IEP, noting that the bill

"...includes a requirement for the development of individualized education programs for each handicapped child. This would be an educational plan which is developed jointly by the local education agencies, a teacher involved with the specific education of the handicapped child, and his parents or guardian. The plan would include a statement of the child's present level of educational performance, a statement of the goals to be achieved, a statement of the specific services which will have to be provided, a projected date for initiation and duration of the services, and criteria and evaluation procedures for determining whether the objectives are being met. Because handicapped children are unique, setting up plans for each one makes good sense and by involving the parents in the development of such plans, the benefits begun in school hopefully would be continued at home. It is important to point out that it is an educational plan developed jointly, but it is not intended as a binding contract by the schools, children, and parents."

CONFERENCE REPORT

Although the two measures subsequently passed by the Senate and the House were alike in their broad outlines, they differed in d ail. Thus it was necessary to appoint a conference committee com-

posed of representatives of each branch of the Congress, to work out the differences. Out of those deliberations came House of Representatives Conference Report No. 94-664, which says on pages 30 and 31:

The Senate bill and the House amendments add to the definitions in the Education of the Handicapped Act a definition of individualized instructional planning for each handicapped child which includes a statement of the child's present level of educational performance, statement of the instructional performance, statement of the instructional objectives to be achieved, statement of the specific educational services to be provided to the child, the extent to which the child will participate in the regular educational program, and the projected date for initiation and anticipated duration of such services.

The Senate bill designates this individualized instructional planning as an "individualized planning conference"; the House amendments designate the planning as an "individualized education program." The Senate recedes.

The Senate bill provides that the individualized planning conference is a meeting or meetings for the purpose of developing a written statement; the House amendments provide that the individualized education program is an educational plan. The House recedes.

The Senate bill provides that the written statement shall be developed by a representative of the local educational agency, the teacher, the parents or guardian of the handicapped child and the child when appropriate; the House amendments provide that the educational plan shall be developed jointly by the local educational agency and an appropriate teacher IN CONSULTATION WITH the parents or guardian of the child, and the child, whenever appropriate. The House recedes.

The Senate bill, but not the House amendments, provides that the representatives of the local educational agency shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of the child. The House recedes.

The Senate bill provides for a statement of SHORT-TERM instructional objectives; the House amendments provide for a statement of DESIRED objectives.

The conference substitute provides that the individualized educational program shall include a statement of the annual goals and short-term objectives to be achieved by the child. It is intended that each individual handicapped child will have an educational program which states the annual goals as well as including short-term instructional objectives to be achieved within shorter time periods.

The House amendments, but not the Senate bill, provide that the individualized instructional planning shall include objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being met.

The Senate recedes with an amendment specifying that such objective criteria and evaluation procedures shall be "appropriate." The conferees intend that this amendment clarify that any criteria and evaluation procedures used are to be consistent with the requirements regarding testing and evaluation procedures in existing law.

The conferees further clarify that it is not intended that the individualized educational programs be forwarded to the U.S. Office of Education or the State educational agency. The individualized educational programs are intended to be retained in the local educational agency. Where inspection or review of such programs may be useful to the Office of Education or State educational agency for purposes of audit or evaluation, it is intended that such activities take place within the local agency, subject to strict procedures for the protection of confidentiality.

The House amendments, but not the Senate bill, add to the Education of the Handicapped Act, a definition of PUBLIC EDUCATIONAL AGENCY defining such agency as any State educational agency or any other public agency approved by a State educational agency to provide special education and related services to handicapped children within the State involved. The conference substitute includes a definition of intermediate educational unit, defining such term as any public authority established by State law for the purpose of providing free public education on a regional level within the State which provided special education and related services to handicapped children within that State and which is not a local educational authority but which is under the general supervision of the State educational agency. The conferees include this definition in order to cover certain unique situations in states where public bodies established by State law provide special education and related services for handicapped children, but where the definition of local educational agency does not necessarily apply, e.g., intermediate units in the Commonwealth of Pennsylvania. Generally, the term "intermediate educational unit" is used throughout the conference report wherever the term "local educational agency" is also used.

REQUIREMENTS FOR INDIVIDUALIZED PLANNING CONFERENCE. The Senate bill requires that the State give assurances to the Commissioner that each local educational agency in the State will maintain records of the individualized planning conference, including the written statement developed pursuant to such conference, and that such conference shall be held at least three times each year to develop, review, and, when appropriate, and with the agreement of the parents, revise such statements. The House amendments require the local educational agency in its application to provide satisfactory assurance that it will maintain the individualized program for each child, and will review the program at least annually, and revise its provisions in consultation with the parents or guardians.

The conference substitute requires that the State give assurances as a condition of eligibility that each local educational agency will maintain records of the individualized education program for each handicapped child, and to provide assurances that each local educationa agency within the State

shall establish, review and revise such program consistent with requirements on local educational agencies under the local application provisions of the Act.

The conference substitute also requires each local educational agency to provide assurances that it will establish, or revise, whichever is appropriate, an individualized education program for each handicapped child at the beginning of each school year and will then review and, if appropriate revise, the provisions of such program periodically, but not less than annually. In the initial year of a handicapped child's participation in a program of free appropriate public education the individualized education program shall be established at the beginning of the school year and reviewed at least once during that year. Thereafter, the conferees intend that this provision requires at least one annual review of the child's individualized education program.

The conferees have defined the individualized education program as a written statement (including the educational status of the child, the annual goals and short-term instructional objectives, and specific educational services to be provided) for each handicapped child which is jointly developed by the local educational agency, the teacher, the parents, and the child, whenever appropriate. It is intended that ALL parties (the local educational agency, the teacher, the parents, and the child, whenever appropriate) will be involved throughout the process of establishment, review and revision of this program.

CONCLUDING DEBATE--HOUSE

In the House following the issue of the conference report, the remarks of Representative Brandemas included the following:

"Mr. Speaker, the conference bill, as did the House version, requires the development of an individualized written education program for every handicapped child served, to be designed initially in consultation with parents or guardian, and to be reviewed and revised as necessary at least annually."

To which Representative Quie added the following:

"Not only have we guaranteed (handicapped children) a right to an education, but I think we have written adequate provisions which will protect those rights and guarantee that a child will not be improperly labeled or improperly placed in an educational setting which will not suit his or her unique educational needs. The bill further guarantees that each handicapped child will have an individualized program which is designed to meet his or her special needs. As you know, not every handicapped child is the same; and by designing educational programs which specifically address specific needs and problems I believe that handicapped children will benefit more from our educational programs. One of the reasons why I feel so strongly that the individualized education program will be so beneficial is that we require that it be developed with the involvement of a child's parent or guardian. By having a child, the parent, and his or her teacher involved in planning, it is my belief that the end result has to be positive."

CONCLUDING DEBATE--SENATE

In the Senate following the issuance of the conference report, Senator Harrison A. Williams, Jr., of New Jersey, said the proposed law "assures the individualization of the educational process by requiring an individualized education program tailored to the unique needs of each handicapped child." and subsequently added:

"The provisions requiring an individualized education program for each handicapped child are extremely important protections to the parents and child, and highly necessary to proper planning and programming for the school district. Under the conference agreement, a local educational agency or intermediate unit receiving assistance must assure that this provision is carried out for the handicapped children within their jurisdictions, and the State is required to provide assurances that the program is carried out for all other handicapped children within the State. The Senate bill required a conference to be held at least three times a year for developing, reviewing and revising the plan, in order to assure that changes were made in the plan as appropriate to the child throughout the school year, while the House bill required that this occur on an annual basis. Once. again, the conference substitute represents the essence of compromise. For under the conference agreement, this program must be established or revised, whichever is appropriate, for each handicapped child at the beginning of the school year, and must then be reviewed, and if appropriate, revised periodically during the school year, but not less than annually.

"The conferees have further defined the individualized education program as a written statement--including the educational status of the child, the annual goals and short-term instructional objectives, and specific educational services to be provided--for each handicapped child which is jointly developed by the local educational agency, the teacher, the parents, and the child. It is intended that all parties will be involved throughout the process of establishment, review and revision of this program."

"The Senate passed bill contained a provision for three individualized planning conferences for each child each year. These conferences were to include, but not necessarily be limited to the teacher, the parent or guardian, a representative of the educational agency responsible for the child's education, and the child when appropriate.

"The conference agreement changes the name of such conferences to an individualized educational program, but retains in the definitional sense much of the Senate language. The difference is the way in which it will operate. The agreement clearly specifies that there will be two conferences in the first year of the handicapped child's schooling and provides that it will be reviewed at least annually. I wish to point out, however, that the conference clearly did not wish to preclude more than one conference per year.

"The conferees recongnize that each child is affected in a different way by a handicap. Some may be more severe for some children than they would be for others. We want o encourage as many

conferences a year as any one child may need. It is felt that in some cases numerous conferences would be desired. We did not preclude that possibility."

Concluding the debate, on November 19 Senator Randolph again emphasized that the agreed-upon version of the law.

"...calls for the development of an individualized educational program for each handicapped child, in which there is participation by the parents or guardian of the child, the teacher, a representative of the local educational agency qualified to provide or supervise the provision of special education and related services, and the child when appropriate. Individualized attention to educational needs has and will continue to be one of the most important elements to a child's success in school. By monitoring a child's progress, a teacher can aid the child in achieving educational goals as well as determining where a potential educational problem may arise."

(P.L. 94-142 was signed by Gerald Ford on November 29, 1975.)

belief that the end result has to be positive."

Evaluation of Session Five

OBJECTIVE
Present specific provisions of P.L. 94-142 that pertain to IEP

WAS THE OBJECTIVE ACHIEVED? YES___NO___

ACTIVITY
Media presentation and discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE
Identify the contents of the IEP

WAS THE OBJECTIVE ACHIEVED? YES___NO___

ACTIVITY
Class discussion

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE
Illustrate the process for developing an IEP

WAS THE OBJECTIVE ACHIEVED? YES___NO___

ACTIVITY
Simulation of a multidisciplinary staff conference.

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT				NOT RELEVANT
5	4	3	2	1

OBJECTIVE
Identify local media services.

WAS THE OBJECTIVE ACHIEVED? YES___NO___

ACTIVITY

Questionnaire

WAS THE PURPOSE OF THE ACTIVITY CLEARLY COMMUNICATED? YES___NO___

WAS THE ACTIVITY RELEVANT TOWARD ATTAINMENT OF THE OBJECTIVE?

HIGHLY RELEVANT			NOT RELEVANT	
5	4	3	2	1

SESSION SIX: TIMETABLE

1.	Overview of instructional materials market	15 minutes
2.	Presentation of a filmstrip-cassette on selecting materials	30 minutes
3.	Lecture-discussion on selecting picture books and high interest books for handicapped learners	15 minutes
4.	Presentation of a selection criteria instrument developed by the National Center on Educational Media and Materials for the Handicapped	15 minutes
5.	Examination and evaluation of instructional materials	2 hours
6.	Presentation on Guidelines for the Representation of Exceptional Persons in Educational Media	15 minutes
7.	Discussion of media services and programs including career education for handicapped children	30 minutes
8.	Discussion on future directions for special educator-media specialist partnership	30 minutes
9.	Evaluation of session six	15 minutes
		4 hours, 45 minutes

SESSION SIX

TOPICS AND OBJECTIVES:

1. Selection of Instructional Materials

   - Present the current status of the instructional materials market.
   - Identify three general guidelines in selecting instructional materials for handicapped learners.
   - Illustrate ways in which materials can be modified or adapted for use with handicapped learners.
   - Present selection principles of picture storybooks for young children with learning disabilities.
   - Identify criteria useful in selecting high interest/low reading level books.
   - Present students with the selection instruments developed by the National Center on Educational Media and Materials for the Handicapped.

2. The Special Child and the Media Center

   - Introduce students to Guidelines for the Representation of Exceptional Persons in Educational Media.

3. Evaluation of Design

LECTURE/DISCUSSION

Current status of the instructional materials market.

For background information, presenters are urged to consult the following articles:

Denny, Terry, "Unspecial Education Materials," Illinois Libraries, September, 1977, pg. 505.

Turner, Philip, "Is Misuse of Media Giving Us a Black Eye?" Audiovisual Instructional, October, 1977, pg. 24.

FILMSTRIP-CASSETTE PRESENTATIONS

Producer: Northwest Special Education Instructional Materials Center

Total Information Package (TIP) No. 5

Title: Workshop: Creating Instructional Materials for Handicapped Learners

a. Filmstrip-cassette: Selecting Instructional Materials (10 minutes)

From the Coordinator's Guide

"This filmstrip-cassette presents three guidelines for selecting instructional materials (and) --- offers some theories as to the function of instructional materials in the teaching-learning process."

Following the presentation, it is suggested that Activity Sheet 4:1 from this TIP's package, "Checklist: Some Learning Characteristics of Handicapped Children," be distributed and used as a basis for discussion.

b. Filmstrip-cassette: Educating Young Children: Getting the Most Out of Materials (20 minutes)

From the Coordinator's Guide

"This filmstrip-cassette presents a variety of unique instructional materials that have been made for handicapped learners."

Learning Resources Lab.
410 David Kinley Hall

ACTIVITY SHEET

Checklist: Some Learning Characteristics of Handicapped Children and Implications for Development and Modifications of Instructional Materials*

Learning Chacteristics	Implications for Materials
Difficulty in attending	Use color, shapes or some device to facilitate attention
Problem dealing with abstraction	Make material as concete as possible. Use meaningful language. Select appropriate labels.
Perceptual problem	Material should be as free as possible from ambiguities and distortions.
Memory deficit	Learning sequence should provide for short incremental steps. Period of exposure should be adequate. Provide for overlearning.
Limited motivation	Material should have built in reinforcement.
Sensory impairment	Material should utilize more than one receptor system of the learner.
Problem in social interaction	Material should provide for meaningful adult and/or child interaction.
Difficulty in completing task	Material should provide for achievement of mastery at short intervals. Distributed practice may be better than massed practice.
Problem in identifying with peers	Material should be appropriate for social age of learner as well as mental age.

*Adapted from: Aserlind, L. Research: "Some implications for the classroom," Teaching Exceptional Children, 1969, I, 42-54.

LECTURE/DISCUSSION

Book Selection for Handicapped Learners

For background information, presenters are urged to consult the following articles:

Bates, Barbara S., "Identifying High Interest/Low Reading Level Books," School Library Journal, November, 1977, pg. 19.

Goldberger, Judith M., "Easy to Read: Hard to Review," Booklist, November 15, 1976, pg. 480.

Luchow, Jed P., "Selecting Picture Storybooks for Young Children With Learning Disabilities," in The Special Child in the Library, edited by Barbara Holland Baskins and Karen H. Harris, Chicago, American Library Association, 1976.

These provide guidelines for selection which are clear and specific.

STANDARD CRITERIA FOR THE SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIAL

Each participant should be given a copy of this selection instrument.*

We recommend that presenters review the main sections of the instrument with the group prior to individual use.

The locally used IEP forms may also be compared with the sections dealing with learner characteristics to illustrate the relationship between IEP and materials selection.

Following the overview, participants should use appropriate portions of the document in actually examining new instructional materials.

Producers of instructional materials are generally generous in loaning preview copies of their new programs if given sufficient lead time and an understanding of the purpose of the preview request.

We recommend that a selected array of such programs be offered so that participants may evaluate items that would be of potential use and real interest.

A variety of subject areas, grade levels, and formats are also desirable in the preview materials.

It is also recommended that producers' catalogs be available so that Section II - Initial Selection, Part B: screen in the teacher level can be used to educate participants to reading producer's catalogs, seeking appropriate information.

*Also appears in Illinois Libraries, September, 1977, pg. 531-540.

EXERCISE IN USING PORTIONS OF THE NCEMMH SELECTION DOCUMENT

1. Examine the product description in the producer's catalog if available, using

   Teacher Level
   II. Initial Selection
   B. Screen #1

2. Analyze the actual instructional media, using

   Teacher Level
   III. Review
   A. Analysis of Material

3. Further analyze the actual instructional material using

   National Level
   III. Review
   B. Teacher Requirements
   C. Material Characteristics

4. Comment on the usefulness of this document in selecting instructional materials for handicapped learners.

the national center on educational media and materials for the handicapped

the ohio state university columbus, ohio 43210/(614)422-7596

Some Background Information

about the

Standard Criteria for the Selection and Evaluation of Instructional Materials

Most instruction is accompanied by the use of some type of instructional materials. Historically, educators have been faced with the problem of how to select the appropriate materials for a specific student or group of students. Over the years, different rationales and systems have been developed to assist the educator in the selection and evaluation of instructional materials. Many educators, not having access to well-developed systems for selecting and evaluating instructional materials, devised their own selection and evaluation processes at the classroom or building level. While it is helpful to have multiple systems to choose from so that specific learner needs can be met in different instructional settings, the question has been asked throughout the educational community: "What criteria do you use for the selection and evaluation of instructional materials?"

The question of appropriate criteria was addressed by the former Special Education Instructional Materials Centers and Regional Media Centers Program (SEIMC/RMC Program) sponsored by the Bureau of Education for the Handicapped (BEH) from 1966 to 1974. The work of establishing a listing of criteria statements has been continued by the present Area Learning Resource Center, Specialized Office, and National Center on Educational Media and Materials for the Handicapped Program (ALRC/SO/NCEMMH Program) also sponsored by BEH. The attached sets of *Standard Criteria for the Selection and Evaluation of Instructional Materials* is the result of the efforts of both programs. The criteria were developed for application at two levels: teacher, for assistance in selecting and evaluating materials for individual learners; and national, for assistance in selecting and evaluating materials for groups of learners.

The criteria statements are not intended to be an exhaustive listing, but rather to be the basic and necessary considerations essential to the appropriate selection and evaluation of instructional materials. It is anticipated that the use of the criteria may identify other types of statements or questions that may be used to identify an appropriate instructional material for use with an individual learner. Potential users of the criteria are urged to investigate other instructional materials selection and evaluation criteria and/or systems and to be aware of local or state requirements, if any, for the selection and evaluation of instructional materials.

The National Center on Educational Media and Materials for the Handicapped will be pleased to receive comments about the criteria and will provide additional copies of the criteria upon request. Duplication of the criteria, as distributed by NCEMMH, is permitted. For additional copies, please send a self-addressed envelope to: MMT, The National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, Ohio 43210.

Funded by HEW

USOE Bureau of Education for the Handicapped

Media Services and Captioned Films
Contract OEC-300-72-4478

STANDARD CRITERIA
FOR THE
SELECTION AND EVALUATION
OF INSTRUCTIONAL MATERIAL

Teacher Level

I. IDENTIFICATION OF NEEDS
   A. Learner Characteristics
   B. Program Characteristics
II. INITIAL SELECTION
   A. Search
   B. Screen
III. REVIEW
   A. Analysis of Material
   B. Matching Material to Learner
IV. DECISION MAKING

Prepared by the ALRC/SO/NCEMMH Program
Distributed by NCEMMH, The Ohio State University, Columbus, Ohio 43210

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) in cooperation with the national system of learning resource centers, professional associations, various other public and private agencies, and interested individuals provides a comprehensive program of activities to facilitate the use of new educational technology in instructional programs for handicapped persons. NCEMMH provides leadership and service in the development, design, and dissemination of learning resources that are effective for the handicapped.

The Center is funded under Contract OEC-300-72-4478 by the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. The contract is administered through the College of Education and the Research Foundation of The Ohio State University.

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Product of the

National Center on Educational Media and Materials for the Handicapped

The Ohio State University

Columbus, Ohio 43210

(614) 422-7596

I. IDENTIFICATION OF NEEDS

The outcome of stage I will be: a definition of the target learner and the learning environment prior to any selection of suitable instructional materials.

A. Learner Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the characteristics and educational requirements of the specific learner for whom material is being sought.)

1. Has an assessment of the learner occurred, and does the resulting data specify:

a. demographic information about the learner, including:

Yes	No	NA	
___	___	___	(1) age
___	___	___	(2) sex
___	___	___	(3) instructional/developmental level
___	___	___	(4) language development or preference
___	___	___	(5) interest level
___	___	___	b. limiting conditions (medical/physical factors, etc.)
___	___	___	c. behavioral/affective characteristics
___	___	___	d. preferred modalities
___	___	___	e. strength areas
___	___	___	f. deficit areas

2. Has an educational plan been developed, based on learner assessment data, which specifies:

___	___	___	a. needed skill area
___	___	___	b. short and long-term instructional objectives
___	___	___	c. instructional strategies, including:
___	___	___	(1) sequencing
___	___	___	(2) reinforcement
___	___	___	(3) modalities (input/output)
___	___	___	(4) monitoring

Yes No NA

d. recommendations for:

___ ___ ___ (1) general instructional areas

___ ___ ___ (2) specific materials

___ ___ ___ (3) related activities

B. Program Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the overall program considerations with the specific learner(s) and learning requirements in mind.)

1. Have provisions been made for integration of the individual educational plan into the total instructional program:

___ ___ ___ a. content

___ ___ ___ b. curricular compatibility

___ ___ ___ c. format/alternatives

2. Would implementation of the educational plan be affected by any of the following environmental constraints:

___ ___ ___ a. time/cost/physical considerations

___ ___ ___ b. grouping

___ ___ ___ c. equipment

___ ___ ___ d. personnel

___ ___ ___ e. teacher skill

II. INITIAL SELECTION

The outcome of stage II will be: the identification of at least two pieces of instructional material which, on first screening, appear compatible with learner requirements and which will be considered for further review. Identification of alternative materials for examination will facilitate final selection decisions on a comparative basis.

A. Search

(The items listed below outline the most common information resources available to the selector of instructional materials. The intent of this section is to

encourage the user to investigate various potential materials information sources.)

1. Have you located recourses which might provide information about materials:

_____ a. colleagues

_____ b. commercial

_____ c. materials bibliographies

_____ d. journals

_____ e. curriculum libraries and centers (colleges, schools for handicapped, learning resource centers)

_____ f. professional organizations

_____ g. governmental agencies (national network, audio-visual center, etc.)

_____ h. information systems (NIMIS, EPIE, ERIC, etc.)

2. As a result of the above process, have you identified at least two instructional materials which appear to address the learner's needs?

B. Screen

(Under optimal conditions, a written product abstract or review will provide information pertaining to all of the items listed below, so that actual inspection of the product is not necessary. In the absence of thorough and accurate material descriptions, however, scrutiny of the material itself will be required. A secondary intent of this section is to educate both material users and material abstractors (including commercial publishers) about desirable elements to be included in product reviews.)

1. Does the material information resource provide information about the identified instructional product(s), such as:

Yes	No	NA	
___	___	___	a. instructional level
___	___	___	b. language level
___	___	___	c. interest level
___	___	___	d. sensory input and output modalities
___	___	___	e. educational subject/skill content

___ ___ ___ f. format

___ ___ ___ g. cost

___ ___ ___ h. grouping requirement(s)

___ ___ ___ i. required equipment

2. On the basis of the available information, does the identified instructional material appear compatible with:

___ ___ ___ a. learner characteristics

(1) the learner assessment

(2) the learner educational plan

___ ___ ___ b. program characteristics

(1) the total instructional program considerations

(2) the identified environmental constraints

III. REVIEW

The outcome of stage III will be: an in-depth analysis of an instructional material in order to define the material's characteristics and match these characteristics to previously defined learner requirements. Implementation of this stage necessitates actual examination of the instructional material.

A. Analysis of Material

(This section includes recommended questions for determining the intrinsic qualities of the material(s) independent of specific learner characteristics and program requirements.)

___ ___ ___ 1. Are objectives in behavioral terms (specifying what the student task is, under what conditions, and level of performance expected)?

___ ___ ___ 2. Are techniques of instruction for each lesson either clearly specified or self-evident?

___ ___ ___ 3. Are facts, concepts, and principles ordered in a logical manner (e.g., chronologically, easy to difficult, etc.)?

___ ___ ___ 4. Does the material contain appropriate supplementary or alternative activities that contribute to or extend proposed learning?

___ ___ ___ 5. Is repetition and review of content material systematic and appropriately spaced?

Yes	No	NA		
___	___	___	6.	Does the content appear accurate?
___	___	___	7.	Does the material avoid content which betrays prejudice, perpetuates stereotypes, or neglects the talents, contributions, or aspirations of any segment of the population?
___	___	___	8.	Can the material be readily adapted to meet individual learner differences in abilities and interests?
___	___	___	9.	Can pacing of the material be adapted to variations in learner rate of mastery?
___	___	___	10.	Is provision made for adapting, altering, or combining input and response modalities according to learner variations?
___	___	___	11.	Does the material incorporate evaluation items and procedures which are compatible with program objectives?
___	___	___	12.	Are there sufficient evaluative items to accurately assess student progress?
___	___	___	13.	Is performance assessed frequently enough to allow accurate assessment of student progress and continuous feedback to learner?
___	___	___	14.	Is the format uncluttered, grammatically correct, and free of typographical errors?
___	___	___	15.	Are illustrations and photographs clear, attractive, and appropriate to content?
___	___	___	16.	Are auditory components of adequate clarity and amplification?
___	___	___	17.	Are all necessary components either provided with the material or readily and inexpensively available?
___	___	___	18.	Can consumable portions of material be easily and inexpensively replaced or legally reproduced?
___	___	___	19.	Is cost reasonable in comparison with similar commercial materials or homemade alternatives?
___	___	___	20.	Does the publisher clearly state the rationale for selection of program elements, content, and methodology (e.g., choice may be based on tradition, survey of other materials, logic of subject matter, experimental evidence, unvalidated theory)?
___	___	___	21.	Are testimonials, research, and publisher claims clearly differentiated?
___	___	___	22.	Are reinforcement procedures and schedules clearly indicated?
___	___	___	23.	Is a variety of cuing and prompting techniques used?

B. Matching Material to Learner

(This section involves the integration of the identified learner needs with the analyzed material characteristics to determine compatibility for instructional purposes.)

Yes	No	NA	
___	___	___	1. Are stated objectives and scope of the material compatible with learner's need?
___	___	___	2. Are prerequisite student skills/abilities needed to work comfortably and successfully with the material specified and compatible with the learner's characteristics?
___	___	___	3. Are the skills and abilities needed by the instructor to work effectively with the material specified and compatible with instructor's expertise?
___	___	___	4. Are levels of interest, abstraction, vocabulary, and sentence structure compatible with characteristics of the learner?
___	___	___	5. Is the degree of required teacher involvement (constant interaction, supportive or monitoring role, largely student directed, variable) compatible with teacher resources and learner characteristics?
___	___	___	6. Does the material incorporate motivational devices to sustain student interest which are appropriate to the learner's characteristics?
___	___	___	7. Are input and output modalities (visual, auditory, motor, tactile) compatible with learner characteristics?
___	___	___	8. Is the demonstration of task mastery (e.g., written test, performance test, oral test) compatible with or adaptable to intended learner's characteristics?
___	___	___	9. Is the format of the material (e.g., game, book, filmstrip, etc.) compatible with the learner's mental and physical abilities?
___	___	___	10. Is the durability and safety of the material adequate for the learner?
___	___	___	11. Is information provided indicating (successful) field testing of the material with students similar in learning characteristics and interests to those of the learner?

IV. DECISION MAKING

The outcome of stage IV will be: a final determination of material suitability for use in a specific learning situation. Individualization of the decision making, based on items of priority concern, is implicit in this process.

A. As a result of the review process, which questions have you identified as (most) critical to you in deciding to utilize the material with the learner?

B. On the basis of those critical priority concerns, is the material appropriate for specified learning requirements?

_____ Yes (implies accept)

_____ No (implies reject)

_____ Unsure (requires more analysis)

C. If unsure of appropriateness, are there other less critical questions which could be considered in making the decision to utilize the material?

D. On the basis of those additional considerations, is the material now deemed appropriate for specified learning requirements?

_____ Yes

_____ Unsure

E. If still unsure of appropriateness of the material, will comparison with other previewed material(s), in relation to critical questions, help identify the material which most closely approximates the specified learning requirements?

F. If still unsure of the appropriateness of the material, would modifications of the material render it usable?

1. Do you have access to resources for required modification?

G. If no:

1. Return to search process. Re-examine sources of material identification and information in locating other potential materials.

2. Review learner characteristics in an effort to modify requirements for material.

STANDARD CRITERIA

FOR THE
SELECTION AND EVALUATION

OF INSTRUCTIONAL MATERIAL

National Level

I. IDENTIFICATION OF NEEDS
   A. Sources
II. INITIAL SELECTION
   A. Search
   B. Screen
III. REVIEW
   A. Learner Characteristics
   B. Teacher Requirements
   C. Materials Characteristics
   D. Matching Material to Learner
IV. DECISIONS
   A. Use
   B. Adapt
   C. Field Test
   D. Recommendations
V. EVALUATION

Prepared by the ALRC/SO/NCEMMH Program
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The National Center on Educational Media and Materials for the Handicapped (NCEMMH) in cooperation with the national system of learning resource centers, professional associations, various other public and private agencies, and interested individuals provides a comprehensive program of activities to facilitate the use of new educational technology in instructional programs for handicapped persons. NCEMMH provides leadership and service in the development, design, and dissemination of learning resources that are effective for the handicapped.

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Product of the

National Center on Educational Media and Materials for the Handicapped

The Ohio State University

Columbus, Ohio 43210

(614) 422-7596

I. IDENTIFICATION OF NEEDS

The outcome of stage I will be: identification of the availability and adequacy of sources of need information prior to any selection of suitable instructional materials.

A. Sources

___ 1. The National Needs Assessment sponsored by the Bureau of Education for the Handicapped

___ 2. Consumers who are currently working with handicapped children

___ 3. Analysis of curriculums and instructional priorities at Learner Level

___ 4. Analysis of learner characteristics

___ 5. Availability of appropriate materials for curricular areas

___ 6. Availability of effective materials for learners

II. INITIAL SELECTION

The outcome of Stage II will be: the identification of at least ten pieces of instructional material which, on first screening, appear compatible with learner requirements and which will be considered for further review. Identification of alternate materials for examination will facilitate final selection decisions on a comparative basis.

A. Search

(The items listed below encourage the user to investigate various potential materials information sources and to consider essential points when gathering information about materials.)

Yes	No	NA	
___	___	___	1. Have you identified resources for materials which have potential use with the handicapped?
___	___	___	2. Have materials been identified which may be appropriate for the learner characteristics of the handicapped?
___	___	___	3. Have materials been identified which may be appropriate for the curricular needs of the handicapped?

B. Screen

(Under optimal conditions, a written product abstract or review will provide information pertaining to all of the items listed below, so that actual inspection of the product is not necessary. In the absence of thorough and accurate material descriptions, however, scrutiny of the material itself will be required.)

Yes	No	NA	
___	___	___	1. Is it a learner-use material?
___	___	___	2. Is it an instructor-use material?
___	___	___	3. Are all components of the material available?
___	___	___	4. Does the material have potential for use with the handicapped?
___	___	___	5. Is the material designed for use by the handicapped?
___	___	___	6. Does the material appear to be practical to use with the handicapped?
___	___	___	7. Does the material appear to be easily usable by the handicapped?

___ ___ ___ 8. Is the format of the material appropriate for the target handicapped audience?

___ ___ ___ 9. Is the material of acceptable technical quality?

___ ___ ___ 10. Does the material have instructional objectives?

___ ___ ___ 11. Does the material appear to meet the curricular needs of the handicapped target population?

___ ___ ___ 12. How does the cost of the material affect the accessibility to the material?

___ ___ ___ 13. Does the material appear to present any physical danger to the target handicapped audience?

III. REVIEW

The outcome of stage III will be: an in-depth analysis of an instructional material in order to match (section D) the material for use with a specific student based on section A, Learner Characteristics, section B, Teacher Requirements, and section C, Materials Characteristics. Implementation of this stage necessitates actual examination of the instructional material.

A. Learner Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the characteristics and educational requirements of the specific learner for whom material is being sought.)

1. What are the possible modes of input?

____ auditory

____ visual

____ tactile

____ kinesthetic

2. What are the preferred modes of input?

____ auditory

____ visual

____ tactile

____ kinesthetic

____ multisensory

3. What are the possible modes of response?

   _____ verbal

   _____ written

   _____ gesture

4. _____ What is the learner's instructional level?

5. _____ What is the learner's interest level?

6. _____ What is the learner's reading level?

7. _____ What is the learner's interest areas?

8. What are the learner's interest/motivation requirements?

   a. _____ use of a game-type format

   b. _____ use of humor

   c. _____ use of a variety of stimuli

   d. _____ use of suspense

   e. _____ use of novelty

   f. _____ use of an interaction system of instantaneous feedback

   g. _____ use of cartoon format

   h. _____ use of puppets

   i. _____ use of characters

9. _____ What are the learner's entry level skills?

10. _____ What are the learner's reinforcement requirements?

B. Teacher Requirements

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the requirements to allow a teacher/instructor to effectively use the material.)

1. _____ Are a teacher's manual and/or instructions provided?

2. If a teacher's manual and/or instructions are provided, does it include:

   a. _____ philosophy and rationale

b. ____ statement of objectives

c. ____ statement of instructional and interest levels

d. ____ statement of reading level

e. ____ statement of prerequisite skills

f. ____ listing of material/program elements

g. ____ listing of required materials and equipment

h. ____ suggestions for teacher/instructor use

i. ____ suggestions for student/learner use

j. ____ suggestions for instructional alternatives

k. ____ suggestions for evaluation

l. ____ suggestions for additional resources

3. Instructor time requirements:

a. ____ training

b. ____ preparation

c. ____ use

d. ____ clean-up

4. What is the degree of instructor involvement?

a. ____ full-time teacher involvement is required during instructional period

b. ____ part-time teacher involvement required

c. ____ no teacher involvement required

d. ____ full-time aide involvement required

e. ____ part-time aide involvement required

f. ____ no aide involvement required

g. ____ full-time parent involvement required

h. ____ part-time parent involvement required

i. ____ no parent involvement required

j. ____ full-time peer involvement required

k. ____ part-time peer involvement required

l. ____ no peer involvement required

m. ____ materials can be used independently by learners

5. Is the material practical?

Yes	No	NA		
___	___	___	a.	maneuverability
___	___	___	b.	ease of storage
___	___	___	c.	number of parts
___	___	___	d.	identification of parts
___	___	___	e.	size of parts
___	___	___	f.	storage/organization of parts
___	___	___	g.	durability of product and packaging
___	___	___	h.	replaceability of consumable and nonconsumable parts
___	___	___	i.	requires use of specialized equipment

6. Is the total cost reasonable?

Yes	No	NA		
___	___	___	a.	inservice training
___	___	___	b.	initial cost
___	___	___	c.	per use cost (replacement of consumables)
___	___	___	d.	required supplementary materials costs
___	___	___	e.	replacement cost (replacement of nonconsumables)

7. ___ ___ ___ Is the material appropriate for the curriculum?

8. ___ ___ ___ Has this material been field tested?

9. ___ ___ ___ If so, has it been found to be effective?

C. Materials Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying specific characteristics a material requires to allow for communication with a learner.)

1. Technical quality

a. Quality of auditory presentation:	Acceptable	Unacceptable
(1) clarity (easily understood, recording quality good)	_____	_____
(2) amplification	_____	_____
(3) voice level	_____	_____
(4) dialect/accent	_____	_____
(5) voice speed	_____	_____
(6) voice quality	_____	_____
(7) sequence	_____	_____
(8) quality of narration (reader style)	_____	_____
(9) music/sound/voice mixing	_____	_____

b. Quality of visual presentation:	Acceptable	Unacceptable
(1) sharpness	_____	_____
(2) color	_____	_____
(3) distracting elements	_____	_____
(4) complexity	_____	_____
(5) size relationships	_____	_____
(6) sequence	_____	_____
(7) subjective angle (learner point of view)	_____	_____
(8) objective angle (observer point of view)	_____	_____
(9) composition (visual format, visual arrangement)	_____	_____
(10) figure-ground definition	_____	_____

	Acceptable	Unacceptable
c. Quality of print and graphic presentation:		
(1) legibility (style and size)	____	____
(2) captioning (location and pacing)	____	____
(3) clarity of print (contrast)	____	____
(4) accuracy	____	____
d. Quality of tactile presentation:		
(1) braille (clear and easily discriminable)	____	____
(2) tactile drawings (clear and easily discriminable)	____	____
(3) texture (clear and easily discriminable	____	____
(4) composition (physical format, physical arrangement)	____	____
(5) manipulables (discriminable, dimension, shape, mass)	____	____

2. Instructional quality

Yes	No	NA	
___	___	___	a) Does the selection of subject matter facts adequately represent the content area?
___	___	___	b) Is the content presented in the material accurate?
___	___	___	c) Is the content logically sequenced?
___	___	___	d) Is the content organized for ease of study?
___	___	___	e) Are various points of view, including treatment of minorities, handicapped, ideologies, personal and social values, sex roles, etc., objectively represented?
___	___	___	f) Are the objectives of the material clearly stated?
___	___	___	g) Is the content of the material consistent with the objectives?
___	___	___	h) Are the prerequisite skills for use of the materials stated?
___	___	___	i) Are essential sub-skills required included in the instructional sequence?

___ ___ ___ j) Is the reading level of the material stated?

___ ___ ___ k) Is the vocabulary systematically introduced?

___ ___ ___ l) Is the vocabulary consistent with the stated reading level?

___ ___ ___ m) Is the instructional level stated?

___ ___ ___ n) Is the interest level stated?

___ ___ ___ o) Is the material self-pacing?

___ ___ ___ p) Does the material provide for frequent reinforcement of major concepts?

___ ___ ___ q) Does the material summarize and review major points?

___ ___ ___ r) Does the material provide frequent opportunities for active student involvement and response?

___ ___ ___ s) Does the material provide for evaluation of user performance?

___ ___ ___ t) Does the material provide criterion-referenced assessment?

___ ___ ___ u) Are all of the supplementary materials needed for instruction included in the materials package?

D. Matching Material to Learner

(The following questions require a synthesis of information gained from stage III, Review. The synthesis is essential before proceeding to stage IV, Decision.)

Yes No NA

___ ___ ___ 1. Are the characteristics of the material compatible with perceived learner characteristics?

___ ___ ___ 2. Are the characteristics of the material compatible with perceived teacher requirements?

___ ___ ___ 3. Have you checked the list of criteria in the TEACHER LEVEL, stage III, Review, section B, Matching Material to Learner?

IV. DECISIONS

The outcome of stage IV will be: a final determination of material suitability for use in a specific learning situation. Individualization of the decision making, based on items of priority concern, is implicit in this process.

After the review process, it was found that the material was:

Yes	No	NI	
_____	_____	_____	needed by the learner
_____	_____	_____	usable with the learner
_____	_____	_____	usable by the instructor
_____	_____	_____	effective

Decisions to:

A. Use

B. Adapt

C. Field Test

can be made by identifying from the review data responsiveness of the material to learner need, usability with the learner, usability by the instructor, and effectiveness.

Directions: For each criterion met, place a "+" in the appropriate box. For each criterion not met, place a "-" in the appropriate box. If no information is available, place an "NI" in the appropriate box.

Needed	Usable with Learner	Usable by Teacher	Effective

Match your review summary with the decision matrix below:

D. Recommendations

N	UL	UT	E	Recommend for:
+	+	+	+	U = Use/make available for use/information dissemination
+	+	+	-	A = Adapt
+	+	+	NI	U/FT = Use/Field Test
+	+	-	+	R/A/D = Reject/Adapt/Develop
+	+	-	-	R/A/D = Reject/Adapt/Develop
+	-	-	-	R/A/D = Reject/Adapt/Develop
+	-	+	-	R/A/D = Reject/Adapt/Develop
+	-	+	+	R/A/D = Reject/Adapt/Develop
+	-	+	NI	R/A/D = Reject/Adapt/Develop
-	+	+	+	R = Reject/not acceptable
-	-	+	+	R = Reject/not acceptable
-	-	-	+	R = Reject/not acceptable
-	-	-	-	R = Reject/not acceptable
-	-	-	NI	R = Reject/not acceptable

V. EVALUATION

The outcome of stage V will be: a final judgment, either positive, negative, or inconclusive, as to the usefulness and effectiveness of the material with the learner in a given learning situation.

Yes	No	NA		
___	___	___	1.	Does this material meet the requirements of the teacher? (see teacher requirement section in review instrument)
___	___	___	2.	Does this material meet the requirements of the learner? (see learner characteristics section in review instrument)
___	___	___	3.	Does this material lead to the attainment of the specified objectives? (see instructional quality section in the review instrument)
___	___	___	4.	Does the technical quality of the material meet the requirements of the learner? (see technical quality section in review instrument)
___	___	___	5.	Do the instructional qualities of the material meet the requirements of the learner? (see instructional quality section of review instrument)

GUIDELINES FOR THE REPRESENTATION OF EXCEPTIONAL PERSONS IN EDUCATIONAL MATERIALS

Presenters should distribute copies of the summary of these guidelines to all participants.

Many producers are currently releasing materials which are designed to help all students understand people with handicaps.

We recommend that a short film or filmstrip program be shown that is designed with this objective in mind.

Following the presentation, participants would use the Guidelines to consider whether the selected program met the publishers' recommended requirements.

Examples of such programs are:

AID - Accepting Individual Differences (story flipbooks, cassette and five teacher guides) Developmental Learning Materials, visual, hearing, motor impairments, mental retardation and learning disabilities.

Like You, Like Me (16 mm film) - a series of ten films. Encyclopaedia Britannica. All handicapping conditions.

The Skating Rink (16 mm film) Learning Corporation of America (27 minutes) Speech impairment.

That's My Name - Don't Wear It Out (16 mm film) Learning Corporation of America (26 minutes), hearing impairment and emotionally disturbed.

* Special Friends (cassette/filmstrip instructions) Listen & Learn Company. Consists of 8 lessons (13 minutes each) designed to introduce primary grade students to the needs and problems of exceptional children; emotional problems, blindness, mental retardation, physically handicapped, dyslexia, language disorder.

*Available from MaRC at Illinois Office of Education

LECTURE/DISCUSSION
SERVICES TO HANDICAPPED LEARNERS

Presenters are urged to use the responses by participants on page 5 of the Media Services Questionnaire as a beginning point for a discussion of local services.

In addition, three other sources may prove helpful:

Adcock, Donald, "Media Services for Exceptional Children: Some Current Practices in Illinois," Illinois Libraries, September, 1977, pg. 477.

Baskins, Barbara Holland and Karen H. Harris, eds., The Special Child in the Library, Chicago, American Library Association, 1976.

Dresang, Eliza T., "There Are No Other Children," School Library Journal, September, 1977, pg. 19.

A Teachers's Handbook on Career Development For Students with Special Needs: Grades K - 12. Illinois Office of Education, Springfield. Sponsoring agencies - Bureau of Education for the Handicapped, and Office of Career Education (D-HEW/OE), Washington, D.C. 1977. 231 p.

Purpose: Intended for Illinois administrators and teachers of visually, hearing, and physically handicapped students at elementary and secondary levels, the handbook provides information for developing a career education program.

Contents: Chapter I focuses on special education in Illinois with a section on philosophy and program guidelines. The emergence and current status of career education are reviewed in Chapter II, including conditions calling for educational reform, the Office of Education definition and policy paper. The purpose, goals, and objectives of career education are considered in Chapter III with sections on the nature of career development, the awareness stage (grades K-3); the accommodation stage (grades 4-6); orientation stage (grades 7-8); and the exploration and preparation stage (grades 9-12). Chapter IV deals with special career education needs of visually, hearing, and physically impaired students, respectively; and Chapter V with various career education resources such as the Educational Resources Information Center (ERIC) and the National Career Education Center. Chapter VI discusses curriculum planning for career education, including the concept of mastery learning, principles of curriculum planning, specification of goals and objectives, lesson planning, and the four-step teaching method. The parents' role in career education is examined in the final chapter in the form of six activities for teachers; and the appendices contain 1) the application of planning fundamentals, 2) representative lesson plans developed by field-test teachers, and 3) a 71 page taxonomy of commercial instructional materials for career education, grades K-12. Wall charts showing the stages of career development as outlined in the handbook are available from McKnight Publishing Company, Bloomington, Illinois 61701, under the title Career Education . . . A Publisher's View.

Access: The handbook described above will be available through ERIC in February - March, 1978. The first edition, dealing with grades K - 6, is available under the number ED 128 993 (in microfiche, $.83, and in hardcover, $10.83, plus postage).

In Illinois, loan copies of the K - 12 edition are available from the Illinois Office of Education, Media and Resource Center (MaRC) and the

East Central Curriculum Management Center (ECCMC), and from the State Library through inter-library loan. Persons living in other states may obtain loan copies from their state departments of education and/or their state libraries.

Inservice Training: Under a federal grant administered by the Illinois Office of Education, between November, 1977 and June, 1978, the Quincy Public School system will develop an inservice training package and a model inservice training program based on the handbook. Additionally, a two-day institute on career education for low-incidence handicapped students, also based on the handbook, will be conducted by the Council for Exceptional Children in February, 1979, St. Louis, Missouri. Inquiries may be directed to:

Career Education for Handicapped Students
Department of Specialized Education Services
Illinois Office of Education
100 North First Street
Springfield, Illinois 62777
217/782-4338

LOCAL COOPERATION BETWEEN SPECIAL EDUCATORS AND MEDIA SPECIALISTS

Presenters are urged to use a final portion of Session 6 to consider ways of building a better partnership between special educators and media specialists at the local level.

The information gathered in the media services questionnaire and the special education questionnaire could be discussed to review the current status of both.

What are the unmet needs of parents of children with handicaps, of special education specialists, or regular education teachers in working with mainstreamed children?

Is resource sharing possible?

Would an area examination center, staffed by a media specialist, be helpful in locating potentially useful materials, or in helping to adapt or create materials?

What future inservice programs are needed?

The following articles could be used to stimulate discussion:

Ehlinlinger, Clifford J. and Gail Sullivan Fleig, "Media Specialist and Special Educator - A Partnership That Works," Audiovisual Instruction, December, 1976, pg. 20.

Lance, Wayne D., "Careers for Special Education Technologists," Audiovisual Instruction

Opperman, John J., "An Association for Special Education Technology," Audiovisual Instruction, December, 1976, pg. 16.

Zandan, David H., "Special Educators Need Special Media Training," Audiovisual Instruction, December, 1976, pg. 30.

EVALUATION: SESSION 6

Objective Achieved

1. Selection of Instructional Materials
   Objectives:
   - Review the current status of the instructional materials market.
     Yes _____ No _____
   - Identify three general guidelines in selecting instructional materials for handicapped learners. (filmstrip-cassette)
     Yes _____ No _____
   - Illustrate ways in which materials can be modified or adapted for use with handicapped learners. (filmstrip-cassette)
     Yes _____ No _____
   - Review selection principles of picture storybooks for young children with learning disabilities.
     Yes _____ No _____
   - Identify criteria useful in selecting high interest/low reading level books.
     Yes _____ No _____
   - Present students with the selection instrument developed by the National Center on Educational Media and Materials for the Handicapped.
     Yes _____ No _____

2. The Special Child and the Media Center
   Objectives:
   - Introduce students to Guidelines for the Representation of Exceptional Persons in Educational Media.
     Yes _____ No _____
   - Share ideas about creative and innovative programs and services in media centers for handicapped learners.
     Yes _____ No _____
   - Present the special career education needs of handicapped children and ways in which media programs can assist in meeting these needs.
     Yes _____ No _____

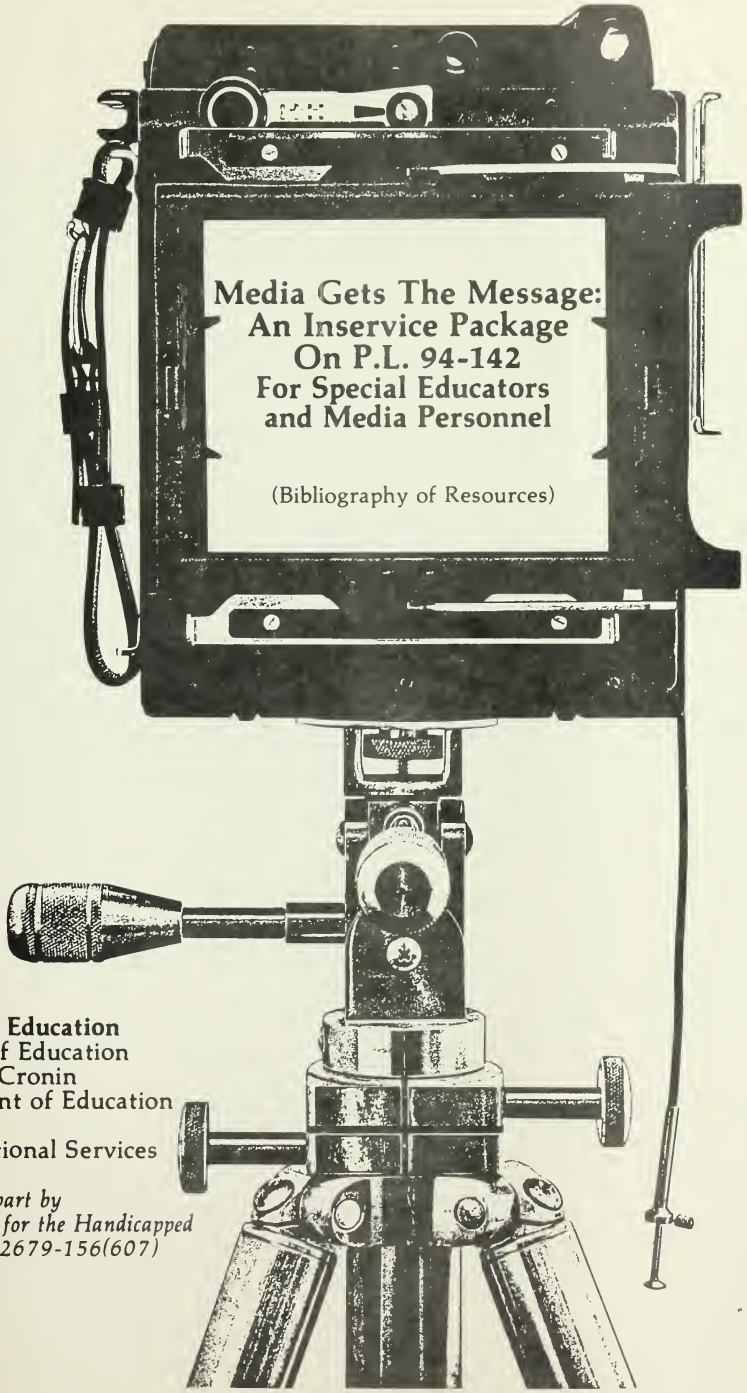
3. The Local Partnership between Special Educators and Media Specialists
   Objective:
   - Review the current status of cooperation, and consider future areas of cooperation and joint endeavor.
     Yes _____ No _____

Your comments on Session 6

COURSE EVALUATION

	Not Achieved				Well Achieved
I. Course Objectives.					
I rate the degree to which each course objective was met.					
1. Understanding the basic mandates of P.L. 94-142.	1	2	3	4	5
2. Awareness of the special needs of handicapped children and the resultant implications of providing media services to these children.	1	2	3	4	5
3. Have acquired a basic vocabulary of special education and media services terminology.	1	2	3	4	5
4. Understanding the structure and the operation of special education services and media services at the national, state, regional, and local levels.	1	2	3	4	5
5. Understanding the principles involved in preparing an Individualized Education Program and selecting appropriate media/materials as part of the IEP.	1	2	3	4	5
6. Perceive the need for an ongoing partnership in the local district between special educators and media specialists in the selection, adoption and utilization of media/materials for children with special needs.	1	2	3	4	5

	Poor				Excellent
II. Course Organization and Presentation.					
1. The organization of the course was:	1	2	3	4	5
2. The work of the presenter(s) was:	1	2	3	4	5
III. Course Value.					
1. I rate my degree of interest in this course as:	1	2	3	4	5
2. I rate the value received from this course as:	1	2	3	4	5
3. Specific points which were valuable or significant to me were:					
4. The workshop would have been more valuable to me if:					
5. Suggestions for dissemination of the course package:					



Media Gets The Message: An Inservice Package On P.L. 94-142 For Special Educators and Media Personnel

(Bibliography of Resources)

State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

Specialized Educational Services

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RESOURCE BIBLIOGRAPHY

SESSION 1: Public Law 94-142

Barbacovi, Don, Education for All Handicapped Children Act, Journal of American Association of School Administrators, January, 1977, pg. 4.

An overview of the main provisions of P.L. 94-142, in a question-answer format.

The Education for All Handicapped Children Act, Council for Exceptional Children, 1976.

Pamphlet reprint, available from the Illinois Office of Education, Springfield, Illinois.

Lance, Wayne D., "What You Should Know about P.L. 94-142," Audiovisual Instruction, December, 1976, pg. 14.

Another overview of P.L. 94-142, addressed particularly to media specialists, with suggestions on preparing for implementation of the law.

"P.L. 94-142 Works for Children," (filmstrip-cassette), from the 3-part program, A Free and Appropriate Education for All Handicapped Children, Council for Exceptional Children, 1976.

"Shows how the law makes a difference in the lives of handicapped children and their families."

SESSION 2: Handicapping Conditions

Auditory-Memory Kit DLM, (Kit), Developmental Learning Materials.

Consists of cassette tapes and work sheets, designed to practice auditory memory tasks.

Chesler, Barbara M., A Walk in Another Pair of Shoes, (filmstrip-cassette), California Association for Neurologically Handicapped Children, P.O. Box 604, Main Office, Los Angeles, California 90053.

Narrated by Tennessee Ernie Ford. This program puts the viewer in the shoes of a child with a learning disability and pleads for special understanding by teacher and classmates.

Getting Through, (Recording Disc), Chicago, Zenith Radio Corporation, 1971.

A guide to better understanding of the hard of hearing, with information on selecting a hearing aid and hints on making oneself understood when conversing with the hard of hearing.

Lerner, Janet W., Children with Learning Disabilities; Theories, Diagnosis, and Teaching Strategies, Boston, Houghton Mifflin Company, 1971.

A good reference source. The four main portions provide an overview of learning disabilities; diagnosis and the teaching process's strategies; and organization patterns. Especially valuable is Appendix E, a glossary.

McKee, Paul, Primer for Parents; How Your Child Learns to Read, Boston, Houghton Mifflin, 1975.

Provides a fresh insight into how children learn to read, by placing adults in the position of beginning readers.

Teacher's Lounge, (game), Educational Design Associates, P.O. Box 915, East Lansing, Michigan 48823.

A diagnostic teaching game designed to sharpen the ability to diagnose children with learning skill problems.

SESSION 3: Organization of Special Education Services

"Complying with P.L. 42-142," (filmstrip-cassette), from the 3-part program, A Free and Appropriate Education for All Handicapped Children, Council for Exceptional Children, 1976.

Focuses on funding and main features of the law.

Federal Register, Vol. 42, No. 163, August 23, 1977, Part II.

Rules and regulations involved in "Implementation of Part B of the Handicapped Act."

Illinois State Board of Education, Rules and Regulations to Govern the Administration and Operation of Special Education.

Filed pursuant to Chapter 122, Article XIV, Illinois Revised Statutes, 1975, effective August 23, 1976.

Kirk, Samuel, Teaching Exceptional Children, Boston, Houghton Mifflin, 1972.

A textbook that gives an overview of special education and characteristics of exceptional children.

SESSION 4: Organization of Media Services

Brown, James W., ed., Nonprint Media Information Networking: Status and Potential, Stanford, California, ERIC Clearinghouse on Information Resources, 1976.

Of particular value are the two articles on the NIMIS and the NICEM networks.

Federal Register, Vol. 39, No. III, June &, 1974.

Regulations on "Loans of Library Materials for Blind and other Physically Handicapped Persons."

Heller, Dawn H., Once Over Lightly, (slide-cassette), Illinois Office of Education, 1976.

An overview of the major features of a school media program, with emphasis on the terminology of the world of the media specialist.

SESSION 5: Development of IEP's

Developing the IEP, (videotape), Regional Resource Center, State of Illinois, 3202 N. Wisconsin Avenue, Peoria, Illinois 61603.

Another step-by-step approach to the IEP process.

Guide Trainers, Resource for Workshops on Developing Individual Education Programs, Washington, D.C., National Association of State Directors of Special Education, 1977.

An all-inclusive workshop model for training teachers and administrators in the development of Individualized Education Programs.

The IEP Man, (slide-cassette), Washington, D.C., National Association of Directors of Special Education, n.d.

Presents a step-by-step overview of development of IEP's by a special education placement committee.

Illinois Interim Resource Manual for Preparing Individualized Education Programs, Springfield, Illinois, Specialized Educational Services Department, Illinois Office of Education, 1977.

A set of state guidelines to assist teachers and administrators in preparing IEP's. Includes samples.

The Individualized Education Program: Key to an Appropriate Education for the Handicapped Child, 1977 Annual Report, National Advisory Committee on the Handicapped.

Of special interest is the section entitled, Intent of Congress, which presents actual testimony and argument made in congressional committees regarding IEP's.

SESSION 6: Media/Materials and Services for the Handicapped

Adcock, Donald, "Media Services for Exceptional Children: Some Current Practices in Illinois," Illinois Libraries, September, 1977, pg. 477.

A sampling of programs in three Illinois schools by the director of library services, School District #41, Glen Ellyn, Illinois.

Baskins, Barbara Holland and Karen H. Harris, eds., The Special Child in the Library, Chicago, American Library Associaton, 1976.

A compilation of articles from a variety of sources; the only book currently available on the subject of library services to exceptional children. Unfortunately, somewhat dated.

Bates, Barbara S., "Identifying High Interest/Low Reading Level Books," School Library Journal, November, 1977, pg. 19.

Specific selection criteria--appearance, content and style are provided for choosing high interest/low reading level books.

Denny, Terry, "Unspecial Education Materials," Illinois Libraries, September, 1977, pg. 505.

Most materials labeled "special education" are, in fact, designed for regular education. A significant article on the inherent implications of this fact.

Dresang, Eliza T., "There Are No Other Children," School Library Journal, September, 1977, pg. 19.

A strong statement on the rights of handicapped learners to full services in school media centers, with suggestions as well as excellent background information.

Ehlinger, Clifford J., and Gail Sullivan Fleig, "Media Specialist and Special Educator--A Partnership That Words," Audio-Visual Instruction, December, 1976, pg. 20.

The role of the media specialist as a resource person for the special education teacher is delineated.

Goldberger, Judith M., "Easy to Read: Hard to Review," Booklist, November 15, 1976, pg. 480.

An overview of the whole issue of reviewing high interest/low reading level books, with standards used by Booklist reviewers for these books.

SESSION 6 - continued

Lance, Wayne D., "Careers for Special Education Technologists, Audiovisual Instruction, April, 1977, pg. 22.

Eleven characteristics of media programs for the handicapped are identified and discussed.

Opperman, John J., "An Association for Special Education Technology," Audiovisual Instruction, December, 1976, pg. 16.

Review of the services of ASET, and its program goals.

Standard Criteria for the Selection and Evaluation of Instructional Material, National Center on Educational Media and Materials for the Handicapped.

A very extensive document which includes both a teacher and a national-level form. Also reprinted, in full, in Illinois Libraries, September, 1977, pg. 531-450.

Turner, Philip, "Is Misuse of Media Giving Us a Black Eye?," Audio-Visual Instruction, October, 1977, pg. 24.

The responsibility of the media specialist to educate in the use of instructional materials.

Workshop: Creating Instructional Materials for Handicapped Learners, (filmstrip-cassette), Total Information Package (TIP), No. 5.

Two filmstrip-cassettes: one dealing with factors in selected instructional materials; the other with adapting materials for special children.

Zandan, David H., "Special Educators Need Special Media Training," Audiovisual Instruction, December, 1976, pg. 30.

Recommended media course content for special education majors.

Learning Resources Lab.
410 David Kinley Hall

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